DOCUMENT RESUME

ED 277 484 PS 016 264

TITLE	"Now We Are Six": A Guide to Teaching First Grade.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO	ISBN-88315-563-X
PUB DATE	84
NOTE	400p.; For related kindergarten and second grade teachers' guides, see ED 254 339 and PS 016 266.
AVAILABLE FROM	New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, NY 11201 ($12.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Classroom Environment; Developmental Programs; *Elementary School Curriculum; *Grade 1; Guidelines; *Learning Centers (Classroom); Parent Participation; Planning; Primary Education; *Reading Instruction; Resource Materials; Scheduling; State Curriculum Guides; Student Evaluation; Teacher Student Relationship; *Thematic Approach
IDENTIFIERS	*New York

ABSTRACT

A continuation of a kindergarten manual, this guide to teaching first grade emphasizes the need for a classroom environment that is responsive to children's needs for concept development, language acquisition, and active exploration of the world. Use of learning centers is presented as a strategy for actively involving youngsters in their own learning. The acquisition of literacy is stressed, with many suggestions for reading and writing activities that combine skill development with growth in reasoning skills. First grade teachers will find practical suggestions on scheduling, organizing the classroom environment, involving parents, and assessing children's progress. Themes are used to integrate curriculum areas, such as social studies, mathematics, art, and physical education. Three fully developed themes are illustrated in the manual: friends, numbers around us, and brushes. They offer a variety of individual and small group activities suitable for children of various backgrounds and ability levels. Each theme includes sections on instructing the Limited English Proficient child in the first grade classroom. The nine sections of the manual concern: (1) the first days in grade one; (2) creating a learning environment; (3) the interactive teacher/the child of the week; (4) developing themes of study; (5) the literate child; (6) involving parents; (7) child assessment; (8) developmental skills and scope of curriculum areas; and (9) resources and references. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

NEW YORK CITY BOARD OF EDUCATION
OFFICE OF CURRICULUM DEVELOPMENT AND SUPPORT • DIVISION OF CURRICULUM AND INSTRUCTION

"NOW WE ARE SIX"

A Guide To Teaching First Grade

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED277484

I like first grade.
First grade is fun!
I like to do Math. I like to
read in my reader. I like to
write in my notebook.
I like to go on trips.
I like the guinea pig. He's
messy. I really like first grade.

David

PS 016264

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Alaire Mitchell
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

The End

When I was One,
I had just begun.

When I was Two,
I was nearly new.

When I was Three,
I was hardly me.

When I was Four
I was not much more.

When I was Five,
I was hardly alive.

But now I am Six, I'm as clever as clever.
So I think I'll be six now for ever and ever.

Reprinted by permission of E. P. Dutton, Inc. From NOW WE ARE SIX, by A. A. Milne.
All rights reserved.

New York City Board of Education

James F. Regan, *President*

Joseph G. Barkan
Richard I. Beattie
Stephen R. Franse
Irene Impellizzeri
Marjorie A. Lewis
Robert F. Wagner, Jr.

Nathan Quinones, *Chancellor*

Charles I. Schonhaut, *Deputy Chancellor*

Jerald Posman, *Deputy Chancellor for Financial Affairs*

Louise Latty, *Chief Executive for Instruction*

Charlotte Frank, *Executive Director*
Division of Curriculum and Instruction

Copyright © 1984, reprinted 1986
by the Board of Education of the City of New York

Application for permission to reprint any section of this material should be made to the Chancellor, 110 Livingston Street, Brooklyn, NY 11201. Reprint of any section of this material shall carry the line, "Reprinted from *"Now We Are Six": A Guide to Teaching First Grade* by permission of the Board of Education of the City of New York."

New York City public schools should order additional copies of this publication from the Bureau of Supplies.

ISBN No. 88315-563-X Curric. No. 00-1500-21
Other persons and institutions may obtain copies of this publication from the Curriculum Editorial and Production Unit of the Office of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, NY 11201. See current catalog for price. For information, call (718) 596-4907.

Foreword

"Now We Are Six": A Guide to Teaching First Grade is a continuation and natural outgrowth of the kindergarten manual, Getting Started in the All-Day Kindergarten. This guide stresses the need for a classroom environment that is responsive to every child's needs for concept development, language acquisition, and active exploration of the world. Learning centers are presented as an effective organizational strategy for actively involving youngsters in their own learning. The acquisition of literacy is stressed, with many suggestions for reading and writing activities that combine skill development with an emphasis on growth in reasoning skills.

Children enter first grade with a wide range of prior experiences in school. Many have participated in prekindergarten, Head Start, and day-care programs. Others have been in half-day and all-day kindergartens. For some, first grade marks their initial experience in school. First grade teachers are provided with many practical suggestions for evaluating children's development and planning appropriate activities that will help children adjust to the procedures and activities of the first grade classroom.

First grade teachers will find practical suggestions on scheduling, organizing the classroom environment, involving parents, and assessing children's progress. Themes are used to integrate curriculum areas such as social studies, mathematics, art, and physical education. Three fully developed themes are illustrated in the manual. They offer a variety of individual and small group activities suitable for children of various backgrounds and ability levels. Each theme includes sections on instructing the Limited English Proficient child in the first grade classroom.

Research has shown us the positive effects of early learning for children. The first grade guide reflects this belief and provides the teacher with a reference tool for enriching the first grade experience for all children. Your cooperation in sharing your reactions to this guide will be helpful in planning revisions and staff development workshops.

Charlotte Frank

Charlotte Frank
Executive Director
Division of Curriculum and Instruction

It is the policy of the Board of Education not to discriminate on the basis of race, creed, national origin, age, handicapping condition, or sex in its educational programs, activities, and employment policies, as required by law. Inquiries regarding compliance with appropriate laws may be directed to Geraldine Clark, Educational Opportunity Coordinator, 131 Livingston Street, Brooklyn, New York 11201; Ms. Lynette V. Tucker, Director, Office of Equal Opportunity, 110 Livingston Street, Brooklyn, New York 11201; or to Mr. Charles Tejada, Director, Office for Civil Rights, Department of Education, 26 Federal Plaza, Room 33-130, New York, New York 10278.

Acknowledgments

"Now We are Six": A Guide to Teaching First Grade, was written to assist teachers as they plan and implement an effective program for first grade children. The guide is a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director, through the Office of Curriculum Development and Support, Morris Freedman, Director.

Marjorie McAllister, Director (Interim Acting) of the Early Childhood Education Unit, Division of Curriculum and Instruction, organized and supervised the project and was directly involved in the preparation of the guide.

JoAnn Asciutto, Special Assistant in the Office of the Chief Executive for Instruction, was a writer and editor for the guide and acted as liaison between the Chancellor's Office and the Division of Curriculum and Instruction.

Andrea L. Pack,* teacher at P.S. 171, District 30, Queens, coordinated the activities of the writing team, the development of the material, and reviewed and edited the final manuscript.

The principal writers of this guide were:

Amy P. Appleman, Teacher, P.S. 194K, District 22
Sherry M. Copeland,* Teacher and Administrative Intern, District 27
Virginia S. Cramer,* Teacher, P.S. 75M, District 3
Amalia Dinos,* Teacher, The Center School, District 3
June E. Douglas,* Coordinator, The Follow Through Program, P.S. 243K, District 16
Margo Garrett, Teacher, P.S. 165Q, District 25
Eleanor Grieg, Assistant to the Director (Interim Acting), Early Childhood Education Unit, Division of Curriculum and Instruction
Marion Klar, Field Supervisor, English As a Second Language, Bureau of Reimbursable Services, Non Public Schools, Division of Curriculum and Instruction
Barbara Pinto, Teacher, P.S. 41M, District 2
Jacqueline Snowber,* Assistant Principal (Interim Acting), P.S. 308K, District 16

Appreciation is extended to the following staff members of:
The Division of Curriculum and Instruction:

Maria DeSalvio Bilbao, Assistant Director, Mathematics Unit
Judith Fein, Mathematics Specialist, Mathematics Unit
Marcia Friedmutter, Director, Cultural Arts Unit
Anthony Galitsis, Director, Science Unit
Herbert Gardner, Assistant Director of Music, Cultural Arts Unit
Elvina Goldfield, Early Childhood Education Unit

* Principal writers of Getting Started in the All-Day Kindergarten, New York City Board of Education, 1983.

Yvette Jackson, Director (Acting), Gifted and Talented Unit
Irwin Kaufman, Director, Mathematics Unit
John Kominski, Assistant Director, Science Unit
Elliot Salow, Director, Social Studies Unit
Sylvia Schechter, Director, Health and Physical Education Unit
Florence Schoenfeld, Communication Arts Unit
Barbara Slatin, Assistant Director (Interim Acting), Gifted and Talented Unit
Lillian Vitaglione, Health and Physical Education Unit

The Office of School Food and Nutrition Services:

Barbara Friedlander Meyer, Nutrition Education Supervisor

Activities and additional resources were contributed by:

David Berg, Assistant Director, Student Health and Screening Services
Gloria Cole, Director (Acting), Office of Program Development, Division of Special Education
Betty A. Davis, Curriculum Program Developer, Office of Library, Media and Telecommunications Unit
Suzanne Dohm, Coordinator of the Non Public School Follow Through Program
Mary Beth Fafard, Director, Implementation of Continuum of Educational Services, Division of Special Education
Dr. Lila Lasky, Consultant, Early Childhood Education Unit
Regina McCarthy, Liaison at Gateway Environmental Study Center and teacher, District 13
Genis Melendez-Delaney, Deputy Director, Office of Bilingual Education
Carol B. Sanders, Early Childhood Supervisor, District 11
Linda Schwartz, Teacher, P.S. 87M, District 3
Gloria Sfiroudis, Teacher, P.S. 229Q, District 24
Eneas Sloman, Teacher, P.S. 221Q, District 26
Hilda Sorrell, Project Associate, Division of Special Education
Howard Weinstein, Former Director (Acting), Student Health and Screening Services
Dorothy Werner, English As a Second Language Coordinator, District 8
Mary Whiting, Teacher, P.S. 23R, District 31

This project drew upon excerpts and adaptations from Getting Started in the All-Day Kindergarten. Acknowledgement and appreciation is extended to the following additional people* for their contributions and assistance in developing Getting Started in the All-Day Kindergarten:

Loyda Alfalla, Superintendent, Community School District 6
Irwin Altman, Superintendent, Community School District 26
Esteban J. Barrientos, Special Assistant in the Office of the Senior Assistant to the Chancellor for Instruction
Elizabeth Cagan, Chief Administrator, Office of School Food and Nutrition Services

* titles and positions at the time of writing.

Joyce Coppin, Superintendent, Community School District 16
Catherine C. Cortes, Program Manager, Status of Bilingual Education in New York City
Louis Desario, Superintendent, Community School District 31
Mary L. Driscoll, Early Childhood Supervisor, District 14
Gilda Duffy, Education Manager, School Improvement Program
Helene Finkelstein, English as a Second Language Program, Non Public Schools, Division of Curriculum and Instruction
Tanya Kaufman, Education Administrator, School Improvement Program
Jane Levin, Teacher, P.S. 41K, District 23
Helene Mandel, Teacher, P.S. 225Q, District 27
Maryann Marrapodi, Director of Mathematics, Science and Computer Science District 4
Maria Mastrandrea, Coordinator of English as a Second Language Program, Non Public Schools, Division of Curriculum and Instruction
John Motley, Assistant Director of Music, Cultural Arts Unit, Division of Curriculum and Instruction
Iraida Muniz, Coordinator of Bilingual Bicultural Mini School, District 4
Caroline Noto, Teacher, P.S. 345K, District 19
Elizabeth Pacheco-Jaycon, Teacher, P.S. 88X, District 9
Arlene Francis Palazzolo, Teacher, P.S. 345K, District 19
Fay Pallen, P.S. 54X, District 12
William A. Rogers, Superintendent, Community School District 14
Carl Sewell, Superintendent, Community School District 17
Evelyn Weber, Early Childhood Supervisor, District 22
Paula Zajan, Professor, Hostos Community College

"Now We Are Six": A Guide to Teaching First Grade, was prepared for printing by the Curriculum Editorial and Production Unit, Alaire Mitchell, Unit Head.

Sarah Fabricant Corbin, Curriculum Developer, Curriculum Editorial and Production Unit, designed the book and supervised editing and production of the manuscript with the assistance of the following people:

Copy Editor:	Anne Wolf
Artists:	Amy P. Appleman Kathleen Asvestas Toby Rosser Tom Wright
Cover Art:	Siri Silleck, Class 1-208, P.S. 41M, District 2 Michael Dix, Class 1-207, P.S. 41M, District 2
Cover Design:	John Gampert
Cover Writing:	David Lyons, Class 1-208, P.S. 41M, District 2
Word Processors:	Pat DePalo Steven Goodman Regina Paleski

Table of Contents

"NOW WE ARE SIX": A GUIDE TO TEACHING FIRST GRADE

FOREWORD.......... iii
ACKNOWLEDGEMENTS.......... v
INTRODUCTION.......... 1
  The Child.......... 1
  The First Grade Program.......... 4
    Articulation: Kindergarten to First Grade to Second Grade..... 6
  The Guide.......... 11

SECTION 1: THE FIRST DAYS.......... 13
  Overview.......... 15
  Planning.......... 16
    The First Days.......... 18
    Suggested Daily Schedules.......... 24
    Sample Weekly Schedule.......... 28
    The Teachers's Plan Book.......... 29
    Homework.......... 32
    Food Services in the School Lunchroom.......... 34
    Classroom Assistants.......... 35
    A Planning Checklist.......... 36

SECTION 2: CREATING A LEARNING ENVIRONMENT.......... 37
  Meeting the Needs of First Grade Children.......... 39
  Management Routines.......... 43
  The Learning Environment.......... 53
    Room Arrangement.......... 54
    Learning Centers.......... 60
      The Teacher's Role in Learning Centers.......... 62
      Materials for Learning Centers.......... 63
      Computers in the Classroom.......... 64
      Management of Centers.......... 67
      Recordkeeping.......... 69
      Suggested Equipment and Supplies.......... 71
      Using Recycled Materials in the Classroom.......... 74
  Checklist for the Classroom.......... 78
  The Extended Learning Environment.......... 80
  Finger Plays and Songs.......... 89

SECTION 3: THE INTERACTIVE TEACHER/THE CHILD OF THE WEEK.......... 101
  The Interactive Teacher.......... 103
  The Child of the Week.......... 115

10

SECTION 4: DEVELOPING THEMES OF STUDY 119
- Developing Themes of Study 121
- Language Emphasis for the LEP Child 123
- FRIENDS 125
- NUMBERS AROUND US 137
- BRUSHES 153
- Appendix for the Themes 167

SECTION 5: THE LITERATE CHILD 229
- What is Reading? 231
- Diagnosing Reading Needs 232
- Basal Readers 234
- Versatile Uses of Basals 235
- Incorporating Reading Throughout the Curriculum 235
- Learning to Read Through Literature 237
- Language Acquisition 239
- Language and Thought/Thinking and Talking 241
- Writing 243

SECTION 6: INVOLVING PARENTS 249
- Parental Expectations 251
- Involving Parents 253
- Parents of Second Language Learners 266

SECTION 7: ASSESSMENT: A COMPOSITE PICTURE OF THE CHILD 271
- Assessment 273
  - Reading Assessment Progress Checklist 275
  - First Grade Assessment Checklist 280
- New York State Screening Procedures 285
- Gifted and Talented in the First Grade 286
- Considering the Child for Special Education Services 292

SECTION 8: DEVELOPMENTAL SKILLS AND SCOPE OF CURRICULUM AREAS 299
- Skills in Communication Arts 301
- Skills in Mathematics 309
- Scope of Curriculum Areas 326
  - The Art Program 326
  - The Health Education Program 328
  - The Music Program 330
  - The Physical Education Program 332
  - The Science Program 335
  - The Social Studies Program 340

SECTION 9: RESOURCES AND REFERENCES 345
- Recommended Books for Children 347
- Teacher/Parent Bibliography 354
- Curriculum Bulletins 360
- Journals and Pamphlets 361
- Professional Organizations 362

EVALUATION FORM 365

Introduction

The Child

The first grade child--active, indecisive, assertive, sensitive, aggressive, loving--a paradox! Understanding the needs of this first grade child, who is both predictable and delightfully surprising, can assist the teacher in creating an appropriate learning environment.

A child enters first grade at either five or six years of age, and many children are seven years old by the end of the school year. A discussion of the developmental stage of the six-year-old, the median age of the first grader, provides insights into the first grader's characteristic behavior.

A constantly high activity level is evident, but they fatigue easily. Although there is an increase in the attention span of the six-year-old, the high activity level makes sitting still for long periods a difficult chore. The six-year-old is becoming skilled at large muscle activities such as jumping rope. Small muscle movement is still being developed; however, some six-year- olds exhibit fine control in writing and drawing.

The six-year-old is ambivalent, yearning for independence but still feeling strong ties to parents and teachers. The need to be independent is often shown by seemingly arbitrary refusals of adult requests.

The six year old is self-assertive and being "first on line" is very important. Often aggressive and demanding, first graders want others to conform to their wishes. But they are also sensitive to the reactions of others. There is heady response to praise and approval from adults. However, criticism is often felt to be unfair and unjust. The six-year-old can accept responsiblity for tasks but often has difficulty making decisions.

> "Come along in then, little girl,
> Or else stay out!"
> but in the open door she stands
> And bites her lips and twists her hands
> And stares upon me trouble-eyed:
> "Mother," she says, "I can't decide!
> I can't decide!"
>
> Edna St. Vincent Millay

From COLLECTED POEMS, Harper & Row. Copyright 1929, 1956 by Edna St. Vincent Millay and Norma Millay Ellis.

Six-year-olds begin to form groups based on shared interests and can organize themselves for group play and games. They devise and accept roles in fantasy and dramatic play. First graders' enthusiasm for life is evident in their eagerness for learning. They enjoy acquiring new skills and sharing their accomplishments with others. They are curious, exploring learners. Learning is facilitated by their active participation in the learning process through experimentation and discovery.

A developmental view of the first grade child from five to seven years of age reveals interesting contrasts and similarities. At all three stages the child is involved in self-propelled agendas:

> Five by nature tends to be quiet and restrained, calm, obedient, good! Six can, oh so often, be expansive and out-of-bounds, contrary, violent, hard for a mother to live with. And then by Seven he withdraws once again, and tends to be quiet and subdued.
>
> But somewhere between the perhaps too exuberant and aggressive personality of Six and the often rather melancholy age of Seven comes this delightful time when all the lively, exuberant responses characteristic of this age come to full flower.
>
> From Louise Bates Ames and Frances Ilg, Your Six Year Old, Loving and Defiant (New York: Dell Publishing Co., 1979), p. 9.

The six-year-old child has a continual need for high activity. The long periods of sedentary or "quiet" work often required in first grade, are difficult for six-year-olds and may contribute to restlessness. Five-to seven-year-old children need opportunities for active participation in their learning in order to develop competencies and skills. Most importantly, each child must be accepted as an individual. It is the individuality and the inconsistent qualities in the same six-year-old that make teaching first grade both a challenge and a delight.

Information for the chart that follows was adapted from:

Louise Bates Ames and Frances Ilg. Your Six-Year-Old, Loving and Defiant (New York: Delacorte Press, 1979).

Gladys G. Jenkins, Helen S. Schacter, and William W. Bauer, These Are Your Children (Glenview, IL: Scott, Foresman and Company, 1966).

Minimum Teaching Essentials K-2 (Brooklyn, NY: Division of Curriculum and Instruction, New York City Board of Education, 1980).

A Developmental View of the First Grade Child

About Five

Physical Development

- period of slow growth; body lengthening out
- good general motor control, though small muscles are not so fully developed as large ones
- eye-hand coordination improving, but still not well developed
- activity level high
- attention span still short, but increasing

Characteristic Behavior

- stable--good balance between self-sufficiency and sociability
- home-centered
- beginning to be capable of self-criticism; eager and able to take some responsibility
- noisy and vigorous, but activity has definite direction
- purposeful and constructive
- uses language well; enjoys dramatic play
- Interested in group activities
- shares to please adults

Special Needs

- assurance of love and affection
- wise guidance
- frequent opportunities to be active
- frequent opportunities to work independently
- opportunities to learn about the world by seeing and doing things

About Six

Physical Development

- growth proceeding more slowly; body lengthening out
- large muscles better developed than small ones
- eyes not yet mature
- high activity level; can stay still only for short periods

Characteristic Behavior

- eager to learn, exuberant, restless, overactive, easily fatigued
- self-assertive, aggressive, wants to be first, less cooperative than at five, keenly competitive
- involves whole body in activities
- learns best through active participation
- has difficulty accepting criticism
- has relatively short periods of interest
- has difficulty making decisions
- group activities are popular
- dramatizes spontaneously
- exhibits emotional warmth
- differentiates between reality and fantasy

Special Needs

- encouragement, ample praise, warmth, and great patience from adults
- ample opportunities for activities of many kinds, especially using large muscles
- wise supervision with minumum interference
- friends by the end of the year, or a best friend
- concrete learning situations and active, direct participation
- some responsibilities, but without pressure and without being required to make complicated decisions or achieve rigidly set standards
- help in developing acceptable manners and habits

About Seven

Physical Development

- growth slow and steady
- better eye-hand coordination
- better use of small muscles

Characteristic Behavior

- sensitive to feelings and attitudes of both other children and adults; especially dependent on approval of adults
- interests of boys and girls diverging
- full of energy but easily tired
- learns best in concrete terms and when active while learning
- cautious and self-critical; anxious to do things well
- talkative, prone to exaggerate
- enjoys songs, rhythms, fairy tales, myths, nature stories, comics, television, movies
- able to assume some responsibility

Special Needs

- the right combination of independence and encouraging support
- opportunities for active participation in learning situations with concrete objects
- warm, encouraging, friendly relationships with adults
- acceptance at own level of development

The First Grade Program

It is important that the first grade instructional program take into account the children's different capabilities, learning styles, and prior experiences. Various materials, teaching/learning strategies, and objectives are necessary to meet these diverse needs. The teacher can plan with this diversity in mind by grouping children for instruction.

Instructional Materials

A variety of interesting learning materials, ranging from simple to more complex, should be provided in the classroom. Reading, mathematics, and manipulative materials at various levels are important for the individual child's achievement. These materials should be available to the children in learning centers and through direct instruction. Learning centers are efficient work spaces that provide flexible physical space for organizing materials around a common theme. Learning centers stimulate discussion and conversation as children work together, and they enable the teacher to hold individual conferences or small group sessions while other children are engaged at the centers. Most first grade teachers begin the school year with at least two learning centers--usually the library and creative arts centers. As the year progresses, other learning centers are developed for mathematics, writing, science, and music.

In a program that meets the needs of the children, the library center contains books ranging from picture books to books with equal amounts of pictures and text. A box with a magnet and objects is part of a science center. The same science center also contains task cards for experiments with a magnet. The materials in these centers provide for the varied capabilities of the children.

The content of the curriculum is modified, deepened, and extended according to the needs and interests of the children. The six-year-old is an ardent learner. An integrated study of how tools work provides opportunities for the six-year-old to experiment, discover, record findings through writing and construction, and analyze and extend learnings.

Teaching/Learning Strategies

Teaching/learning strategies for the six-year-old are designed to develop self-motivated learners. Experiential learning within all curriculum areas helps children direct their own learning. The teacher provides experiences for the children to interact with their environment through firsthand experiences using concrete materials. A study of the supermarket, which includes a visit to a supermarket and setting up a classroom store, is an example of such experiential learning. Experiential learning facilitates the development of children's language. As the children have firsthand and concrete experiences, they begin to learn the names of people, places, and things. They express their thoughts through verbal and written communication using newly-acquired vocabulary. Language acquisition fosters the development of thinking skills. Experiences that stimulate thinking encourage language growth.

Through experiential learning the child is stimulated to think, to ask questions, and to solve problems. Through skillful presentation, questioning, and listening, the teacher helps the child to develop concepts and skills, acquire knowledge, and extend thinking processes.

Children's reponses to instruction are as varied as the number of the children in the class. It is important that the teacher be attuned to the differences in those responses. The teacher assists each child to experience successes every day. Accomplishing the writing of a first name is as much of a success for one child as writing a complete sentence is for another. The teacher also recognizes that the individual child may have differing capabilities in several areas; therefore, the teacher builds on the strengths of the child in building competencies in all areas.

In order to develop curriculum, the teacher carefully assesses the children. Knowledge of the educational background of the children is essential for building a responsive learning environment. Observations, examination of school record cards, articulation records, and parent conferences can yield the needed information. Articulation records contain pertinent information about the child recorded by the previous teacher.

Grouping for Instruction

What were the child's experiences prior to first grade? How might those experiences affect the child in first grade? Children with kindergarten or day care experience will probably respond to many routines with ease. If some of these children have attended half-day kindergarten programs, they will be making the adjustment to a full-day schedule. Children with kindergarten or day care experience will still have to adjust to new teachers, new peers, and new classrooms. Since some children may have started kindergarten late in the school year, their limited school experience must be taken into consideration. Children for whom first grade is their first formal school experience will have great need for the assurance of perceptive and caring adults.

As the teacher observes and interacts with the children in the class, additional information is obtained. The teacher notes peer interaction, individual and group interests, and the changes that may be occurring in the perplexing six-year-old.

It is important to note that the acquisition of skills by children is not based solely on the presence or lack of previous schooling. The life experiences of the child outside of the school setting, and the individual child's intellectual, social and physical development, are also determining factors.

During the initial weeks of school, the teacher is gathering information about the children. After this period, the teacher groups the children for instruction. Children are grouped according to their needs and strengths in the curriculum areas. Most teachers start with two or three reading groups. As the school year progresses, and children's abilities are more clearly defined, four to five groups may evolve. Always, instruction is geared to the interests and abilities of each group.

Parent Participation

Parent participation in the educational process helps to support the goals of the school program. Parents are especially interested in the progress of their first grade children. A continuing dialogue between the home and the school is necessary in order to share information and concerns about the progress of the child. Class parent meetings, parent teas, parent classroom volunteers, individual parent conferences, and newsletters facilitate this dialogue. Parent involvement assists in developing mutual understanding between the home and the school and enriches the first grade experience for children, teachers, and parents.

The first grade classroom can provide limitless opportunities for growth for the six-year-old:

> "Children...if given a chance, will become self-perpetuating learners who experience joy and satisfaction from finding out and being competent.*

* From Dorothy H. Cohen, The Learning Child (New York, Random House, Inc., 1972).

Articulation: Kindergarten to First Grade to Second Grade*

Articulation through the grades is a process of sharing information about the child's prior experiences in school. It builds continuity for both the children and the teachers as children move from kindergarten to first grade, and then to second grade.

At the end of the school year, the teacher records information that describes the child's accomplishments, progress, and areas in which the child needs additional help. This information is then shared with the receiving teacher, providing invaluable insights about the child's prior learnings.

As an ongoing assessment, articulation through the grades facilitates the process of "knowing" the child and planning a program that is built on the child's interests, strengths, and needs.

Articulation cards can reflect or duplicate items listed on report cards and/or cumulative record cards. They should provide information to the receiving teacher that is helpful in planning for beginning activities and skill development. For example, some first grade children may need to continue to work with nonstandard units of measurement, such as string and straws, as they develop an understanding of the concept of measurement.

Sample articulation forms for transitions from kindergarten to first grade, and from first grade to second grade, are on the following pages.

* These articulation forms were developed at the request of Louise Latty (Chief Executive for Instruction) by Rahla Gold, Principal, P.S. 105X with the assistance of Sylvia Moldovan, Acting Assistant Principal, and the following teachers: M. Aflalo, I. Birenberg, J. Cavallo, K. J. Daronco, P. Dempsey, C. Kaufman, R. M. Lavergata, J. O'Donnell, M. O'Farrell, B. Pereles, M. Polchinski, K. Rosen, C. Shade, K. Shapiro and H. Winstral.

FROM KINDERGARTEN TO GRADE ONE

Name ______________________ Date ______________________

Kindergarten Class ______________ Kindergarten Teacher ______________

First Grade Class ______________

		YES	NO	SOMETIMES
I.	SOCIAL DEVELOPMENT			
A.	Can child work in small groups?	( )	( )	( )
B.	Can child work in a whole class setting?	( )	( )	( )
C.	Can child use free time constructively?	( )	( )	( )
D.	Can child adjust to new experiences?	( )	( )	( )
E.	Can child work independently?	( )	( )	( )
II.	INTELLECTUAL DEVELOPMENT			
A.	Does child ask questions?	( )	( )	( )
B.	Does child participate in class discussions?	( )	( )	( )
C.	Does child think through a problem?	( )	( )	( )
D.	Does child complete a task?	( )	( )	( )
E.	Does child follow oral directions?	( )	( )	( )
III.	PHYSICAL DEVELOPMENT			
A.	Does child use large muscles appropriately?	( )	( )	( )
B.	Does child use small muscles (e.g., cutting, drawing)?	( )	( )	( )
IV.	ACADEMIC DEVELOPMENT			
A.	Does child know the colors?	( )	( )	( )
B.	Does child know the shapes?	( )	( )	( )
C.	Does child know most of the letters of the alphabet?	( )	( )	( )
D.	Does child associate sounds with letters?	( )	( )	( )
E.	Can child recall a story in sequence?	( )	( )	( )
F.	Does child know nonnumerical concepts? (up, down, big, small, etc.)	( )	( )	( )
G.	Does child know number names?	( )	( )	( )
H.	Can child solve simple verbal mathematics problems?	( )	( )	( )

I. Areas that need follow-up based on the screening instrument?

____

____

J. Name of commercial program(s) (if any) child has used:

____

____

K. Child's progress in program(s)

____

____

V. LANGUAGE DEVELOPMENT

A. Limited English Proficient Child

1. Child's first language

____

	YES	NO	SOMETIMES
2. Has child been involved in a bilingual program?	( )	( )	( )
3. Has child been involved in an ESL program?	( )	( )	( )
a. Self-contained classroom (the ESL teacher works with child in the classroom)	( )	( )	( )
b. Small group instruction (pull-out program)	( )	( )	( )
4. English LAB Score _______ Date _______	( )	( )	( )

B. Native English Speaking Child

1. Does child speak fluently in complex sentences?	( )	( )	( )
2. Does child use one or two word sentences?	( )	( )	( )

VI. ADDITIONAL COMMENTS (including special services such as speech, resource room; talents, abilities, needs, health concerns).

FROM FIRST GRADE TO GRADE TWO

Name ______________________________ Date ___________________________________

First Grade Class _____________ First Grade Teacher ___________________

Second Grade Class _____________

	YES	NO	SOMETIMES
I. SOCIAL DEVELOPMENT			
A. Can child work in small groups?	( )	( )	( )
B. Can child work in a whole class setting?	( )	( )	( )
C. Can child use free time constructively?	( )	( )	( )
D. Can child adjust to new experiences?	( )	( )	( )
E. Can child work independently?	( )	( )	( )
II. INTELLECTUAL DEVELOPMENT			
A. Does child ask questions?	( )	( )	( )
B. Does child participate in class discussions?	( )	( )	( )
C. Does child think through a problem?	( )	( )	( )
D. Does child complete a task?	( )	( )	( )
E. Does child follow oral directions?	( )	( )	( )
III. PHYSICAL DEVELOPMENT			
A. Does child use small muscles appropriately (e.g., cutting, drawing)	( )	( )	( )

IV. ACADEMIC LEVEL

A. Commercial instructional program(s) (reading, mathematics, other)

Program(s)	Progress

B. Reading Skills	SKILLED	NEEDS IMPROVEMENT	LACKS SKILL
1. Phonics	( )	( )	( )
a. Initial and final consonants, vowels, blends, etc.	( )	( )	( )
b. Prefixes and suffixes (-ed, -s, -ing)	( )	( )	( )
c. Word attack skills	( )	( )	( )

	SKILLED	NEEDS IMPROVEMENT	LACKS SKILL
2. Comprehension	( )	( )	( )
a. Main idea	( )	( )	( )
b. Sequence	( )	( )	( )
c. Following directions	( )	( )	( )
d. Inferences	( )	( )	( )
C. Mathematics			
1. Number concepts	( )	( )	( )
2. Addition-subtraction	( )	( )	( )
3. Measurement (money, time, liquid, linear)	( )	( )	( )
4. Word problems	( )	( )	( )
5. Reasoning skills	( )	( )	( )

V. LANGUAGE DEVELOPMENT

A. Limited English Proficient Child

1. Child's first language

____

	YES	NO	SOMETIMES
2. Has the child been involved in a bilingual program? (If yes, indicate number of years.)	( )	( )	( )
3. Has child been involved in an ESL program? (If yes, indicate number of years.)	( )	( )	( )
a. Self-contained classroom (the ESL teacher works with child in the classroom)	( )	( )	( )
b. Small group instruction (pull-out program)	( )	( )	( )
4. English LAB Score ______ Date ______	( )	( )	( )

B. Native English Speaking Child

	YES	NO	SOMETIMES
1. Does child speak fluently in complex sentences?	( )	( )	( )
2. Does child use one or two word sentences?	( )	( )	( )

VI. ADDITIONAL COMMENTS (including special services such as speech, resource room; talents, abilities, needs, health concerns)

The Guide

"Now We Are Six": A Guide to Teaching First Grade is a practical guide for implementing a comprehensive program for six-year-olds. The introduction describes the characteristics of six-year-old children and includes a chart that compares the characteristics of five-, six-, and seven-year-olds. The first grade program is delineated in terms of philosophy and focus. Articulation forms are suggested to help teachers provide a smooth transition for children from kindergarten to grade one, and then again from grade one to grade two.

Section 1, The First Days, provides an overview of planning the beginning of the school year. The section includes information and procedures for the first days; sample daily and weekly schedules; and guidelines for planbooks, homework, and working with classroom assistants.

Sample room arrangements to assist the teacher in organizing learning centers are described in Section 2, Creating a Learning Environment. Techniques are proposed for meeting the needs of children with diverse backgrounds through the use of differentiated instruction, learning centers, and room arrangements. Suggestions for management routines, equipment and supplies, and the use of recycled materials are offered. Consideration is given to extending the learning environment through trips and resources. The use of computers is described.

Section 3, The Interactive Teacher/The Child of the Week, suggests a process for transforming children's needs, interests, comments, and questions into learning experiences. It provides an analysis and discussion of dialogues that illustrate the teacher's role as facilitator and listener. It also includes a teaching strategy for building children's self-esteem along with skills. The art of questioning is discussed, as is the development of critical thinking.

The thematic approach to instruction is detailed in Section 4, Developing Themes of Study, which also contains a discussion of language emphasis for the Limited English Proficient child. Learning experiences for each theme are outlined to assist the teacher in developing themes of study. A flowchart presents a comprehensive overview of each theme.

In Section 5, The Literate Child, literacy development is traced through language acquisition and development and the relationship between language and thought. Reading is examined in terms of three models--language-based, skills, and decoding--with emphasis on using a variety of approaches and materials to teach reading. Approaches to reading diagnosis are discussed, and suggestions for assessment are given. The development of the writing process is included.

Section 6, Involving Parents focuses on parental expectations and concerns as children begin first grade. Suggestions are given for involving parents in the school program and for assisting parents in implementing learning at home, whether they speak English or a foreign language.

Section 7, Assessment: A Composite Picture of the Child, reviews diverse forms of evaluation. These include informal assessment; a checklist and child development scales; Chapter 53 screening; ways of identifying gifted children; children with special needs; and children with limited English proficiency.

Section 8, Developmental Skills and Scope of Curriculum Areas, delineates developmental skills in communication arts and mathematics. The scope of other curriculum areas is described as well.

Section 9, Resources and References, contains bibliographies of children's books and literature. Teacher/parent bibliographies are also provided, as well as a listing of all appropriate New York City curriculum bulletins. A listing of professional organizations on the city, state, national, and international levels is presented.

Section 1
The First Days

The First Days

Overview

Section 1, "The First Days," assists the teacher in day-by-day planning of the first critical days of the school year. It contains information and procedures concerning:

- planning
- the first days
- suggested daily schedules
- sample weekly schedule
- the teacher's plan book
- homework
- food services in the school lunchroom
- classroom assistants
- a planning checklist

While "The First Days" provides information needed immediately, other sections give the teacher a broad framework from which to begin. For example, the establishment of routines is crucial at this time. Routines that require specific attention are fire drills, getting clothing, lining up, responding to signals, toileting, and lunch procedures. The section on "Creating the Learning Environment" outlines in detail procedures which may be used for establishing routines.

Greeting parents as they bring their children to school is the time to begin the partnership of home and school. The teacher should use the first days to develop a solid relationship with parents. Suggestions for interacting with parents in their children's education are delineated in the section "Involving Parents."

Just as the children's learning will be interconnected, so the guidelines for the teacher are designed to present a holistic approach. The first days set the stage for developing a first grade program that is organized, productive, and happy.

PLANNING

The first grade program offers children many wonderful opportunities to develop the concepts, knowledge, and skills which they need to build a foundation for later learning and for success in school.

Many children come to school from a kindergarten or nursery school; for others, first grade is their first introduction to a large social group. Six-year-old children are very energetic, have short attention spans for assigned tasks, and are developing small-muscle control. They tend to be possessive, and sharing materials in the classroom can be very difficult for them. These factors must be considered by the teacher when planning a first grade program.

The classroom should be organized before the children enter it, e.g., the centers arranged, the bulletin boards decorated and ready for children's work, the materials in place and readily accessible.

Name tags can be made for each child. Children enjoy reading their names and those of their friends on charts, such as attendance charts.

Parents should be notified about classroom location, teacher's name, arrival time and procedures, dismissal time and procedures, lunch and snack plans, and any other special school regulations. These notices can be mailed or sent home the first day. Teachers should plan for ongoing parent communication through notices on a bulletin board in the classroom and/or periodic newsletters sent home.

The sample daily schedules included in this section describe how the children's day is planned by alternating quiet activities with more active periods in response to the developing six-year-old's needs. In the beginning, the daily schedule should be unvaried in sequence but varied in content, since children are more comfortable and reassured in this type of plan. There should be some provision for special events that occur, such as children's birthdays and trips. A trip that may be planned early in the school year is a tour to acquaint children with the school building.

Cooperative planning with the cluster (preparation) teacher and classroom assistants (paraprofessional, parent/community assistant, student teacher) is ongoing. Provision should be made to capitalize on the short quiet times during the school day to share observations about childrens' behavior and to plan for individual children's needs.

It is important for all teachers, especially those assigned to first grade children, to be sensitive to each child's individual needs and talents. This will enable teachers to assist children from the start to reach their potential without developing stereotyped notions based on race, sex, religion, color, national origin, or handicapping conditions. Frequently, these obstacles are unintentionally or inadvertently started and perpetuated in school by factors such as unquestioned acceptance of "traditionally appropriate" sex roles, and of teaching materials and bulletin boards that reinforce stereotypes. The absence in the learning environment of minorities, of people with handicapping conditions, and of senior citizens has the effect of denying the existence of these individuals. If they are not seen by the children in textbooks, displays, and supportive instructional material, they do not exist for them. Teachers are urged to take these factors into consideration, especially in selecting teaching materials and in organizing the classroom. Because of the unconscious origin of stereotyping, it is recommended that teachers review their use of language and methods of teaching. For example, do you expect different kinds of behavior from children because of their sex? Do you prescribe special behavior for either sex, as in saying "boys shouldn't hit girls" or "ladies before gentlemen"?

Direct Instruction Activity

Although the teacher provides direct instruction throughout the day to individuals and to small and large groups of children, the time periods designated for "direct instruction" in the suggested daily schedules were included specifically for whole class or large group instruction. The sample lessons should be delivered by the teacher to the class or group gathered together in a class "meeting."

Often, the skill application, follow-up, and/or reinforcement of the skill are carried out in small groups when other children are working on other tasks, e.g., working in learning centers. At times the whole class may be involved in the follow-up or skill application. Samples of appropriate areas to emphasize for direct instruction have been provided in Section 4 ("Developing Themes of Study"). The appendix at the conclusion of each theme offers follow-up prototype instructional activities, suggested homework assignments, songs, and other pertinent materials.

Introducing Learning Centers

Children are usually very excited about their new experiences and learning centers. In order to avoid confusion and to encourage children to work independently, it is important to introduce each center carefully. Too many centers established too early will only confuse young children. You will observe that the sample daily schedules suggest a limited number of centers in the beginning of the year.

Learning center activities are generally familiar to first graders who have had a rich variety of kindergarten experiences. Establishing acceptable routines for using learning centers is part of orientation from the first day. Early learning center activities focus on materials: paper, crayons, puzzles. The significant transition takes place when the materials selected are used to expand and explore a theme in more depth. For example, a writing center can be used for writing letters and making cards for friends. A learning center on "Brushes" can contain materials that encourage individual growth in skills such as sorting, categorizing, and vocabulary development. As time progresses, the centers will change, vary, and grow more complex.

A First Day in First Grade

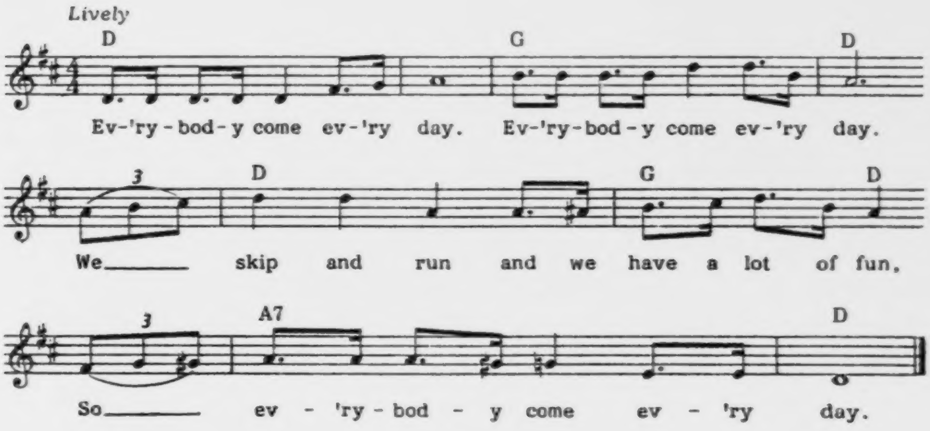
The teacher greets the children and parents at the line-up area or as the children enter the room. Depending upon the school procedures, children will arrive at classrooms individually or will meet their classmates at a designated area. If children are met at a designated area, the teacher can carry a class sign with a class number, the teacher's name, and a familiar symbol (such as an animal or a cartoon character) for easy recognition during the first week of school. (A corresponding sign with the room number, teacher's name, and appropriate symbol may also be hung on the classroom door.) Before going to the classroom, the teacher tells the children where they are are going, and helps them find partners.

The children enter the room and look at books previously placed on the table by the teacher while they wait for the remainder of the class. Teachers determine beforehand if they will assign seats to children or have children choose their seats on the first day.

Children are then invited to sit around the teacher in the meeting area, or they can be seated in an arrangement that the teacher finds comfortable and workable. At this time, the teacher can introduce self to the children, write own name, class number, and room on the board; and take attendance as name cards are distributed. Children can participate in counting pupils who are present.

The teacher can recreate the atmosphere of familiarity and security that has been established in the kindergarten by reviewing a familiar song with the children. The teacher may honor requests from children if they volunteer names of songs that they enjoy singing. For example:

Everybody Come


Lively
D
G
D
Ev-'ry-bod-y come ev-'ry day. Ev-'ry-bod-y come ev-'ry day.
3
D
G
D
We skip and run and we have a lot of fun,
3
A7
D
So ev-'ry-bod-y come ev-'ry day.

"Everybody Come" from SING AND BE HAPPY by June Norton (John Day Company). Copyright 1935, 1951, 1963 by June Mary Norton and Charlotte Byj. Reprinted by permission of Harper & Row, Publishers.

A duplicate set of name tags can be used for playing a matching game as a direct instruction activity. For example, the children might be seated in a circle formation in which the second set of name tags has been placed on the floor in the middle of the circle. Children can recognize and pick up their own names and/or names of others.

Familiarizing children with the room, materials, and learning centers can be achieved by asking children to form a "train." The train visits each area of the room, where teacher and children discuss materials, routines, and rules.

It is appropriate for the teacher and the children to discuss the daily plan early in the day. The teacher may record the plan on a chart or on the chalkboard. To allay fears, the children are told which activities they will participate in during the day.

Before lining up for an exploratory walk of the school building, the teacher discusses with the class where they are going and the behavior that is expected of them. Then the class walks to places in the building that the children will need to be able to locate in the future. Upon returning to the classroom, children can discuss what they saw on their walk through the building.

Before lunch the teacher should plan for a relaxing activity such as story telling, which can be followed by a short discussion and an art activity. Children may draw a picture of something they liked in the story or about themselves, their families, or anything else. Those who can write their names or short narratives should be encouraged to do so. The teacher writes names or takes dictation from those children not yet comfortable with the writing process. Children are encouraged to request that their favorite stories be read during the week.

Before lunch, the children may use the bathroom and wash their hands. After discussing procedures, the teacher can show pictures of the food to be served, so children will be able to identify the foods.

Since many of the children have been in the all-day kindergarten, they may be familiar with lunchroom procedures. After a brief review in the classroom, the teacher might consider teaming up children who know the lunch procedure with children who are new to the school.

Before the teacher departs from the lunchroom, the children should be assured that the teacher is going to lunch and will return to meet them at a predesignated area when lunchtime is over.

When the class returns to the room after lunch, a quiet listening activity is suggested. Children may be invited to show the class their artwork from the morning session. Children listen to relaxing music and have time to think and rest.

The children's mathematics skills can be assessed informally with a mathematics game using a flannel board and felt figures. For example, the teacher can ask for a volunteer to place three felt objects on the flannel board, then two objects, then one object.

Finger plays interspersed with activities change the pace and give children opportunities for movement and singing. An example is the following:

UP TO THE CEILING

Up to the ceiling,	(raise both hands up toward the ceiling)
Down to the floor.	(lower both hands down toward the floor)
Left to the window,	
Right to the door.	
This is my right hand,	
Raise it high.	
This is my left hand,	
Reach for the sky.	
Right hand, left hand--	(raise each hand as it is mentioned)
Twirl them around.	(twirl hands in circular motion in front of you)
Left hand, right hand--	
Pound, pound, pound.	(make fists and hold one fist over the other and pound like a hammer)

Since writing is an integral part of communication arts, the teacher should help children to develop "print awareness" early on. As part of the orientation theme, children and teacher can collaborate easily in writing a letter in chart form asking an administrator in the school for permission to visit. Children are naturally curious about the principal's role. A visit to the principal's office stimulates language and thinking skills by encouraging children to describe, question, and request, and integrate information. Delivering the letter to the principal's mailbox in the main office presents another opportunity to develop a routine and to orient children to the building.

If a preparation period is held in a cluster teacher's room, the classroom teacher should explain to the children that they will be escorted to and from that particular teacher's room. The cluster teacher should be kept up to date on the current theme the class is working on so that some aspect of the same theme can be taught in that class too.

After the classroom teacher's preparation period, children can engage in a writing activity, e.g., writing their names. The teacher prepares writing paper with each child's name at the top of a sheet, since many children require a model for copying. Since some children may still be at the drawing stage, every effort is acceptable.

Before dismissal, the teacher should review the activities of the day and discuss what the children will do the following day. Children can be given a brief verbal homework assignment, such as, "Bring in something red."

Children should be assured that parents and/or siblings will be waiting for them at the exit door, and that they are not to leave the group until the teacher gives permission. The teacher should explain the school's procedure for children who are not picked up at 3:00 p.m.

To prepare for dismissal, children put up chairs, line up, sing a good-bye song to the tune of "Hello, Everybody," and walk with the teacher through the building to the exit door.

A Following Day in First Grade

Carrying the classroom sign again, the teacher meets the class at the designated outdoor or indoor lineup area. Some teachers will greet children as they enter the classroom individually. Parents or siblings may ask questions or offer information. Their concerns can be addressed briefly.

The teacher gathers the children at the meeting site for informal attendance-taking by singing the song "Everybody Has a Name" (see suggested daily schedule #1 for the complete song), until every child present has answered the last line of the song, "Tell me what is yours?"

The duplicate set of name tags can be used to play a name game with the children. The names are displayed on the chalkboard ledge, and children are asked to find their own names. The teacher then asks three children to stand in front of the group with their name tags and discusses the characteristics of print that children can recognize in the three names, e.g., a child might say, "Alice's name begins the same as mine, with an 'a.'" Children can close their eyes, and the three children can exchange name tags. The teacher calls on volunteers to help give the three back their own name tags.

Orientation to first grade continues. The teacher checks to find out which children completed the homework assignment. The types of homework assignments are discussed, and the teacher explains that the assignments will have something to do with what the children learn in school each day. The areas of the room are reviewed to note what children remember from the previous day.

The calendar is introduced, and print, numerals, days, birthdays in September, holidays, and special days are discussed. In the appropriate boxes the teacher writes and draws any symbols that mark specific days for children.

Routines for distributing drawing paper are introduced. Children can make a simple book by folding a paper in half, writing their own names or drawing a picture on the cover, and drawing pictures of classmates inside the book. The teacher encourages the writers to identify children by copying their names below their pictures. Nonwriters can dictate names of classmates.

After the activity is completed, some children can talk about their books. The teacher should describe the efforts of the other children in a positive manner.

Teaching a finger play changes the pace. The teacher can review finger plays the children remember from the previous year, for example:

ON MY HEAD

On my head my hands I place,
On my shoulders, on my face,
On my hips and at my side,
I will hold them up so high;
Quickly make my fingers fly;
Hold them out in front of me;
Swiftly clap--one, two, three.

During the morning the teacher reinforces bathroom routines as children make use of the facilities either in pairs or as an entire class.

A walking song can help children walk in line with partners through the school building. The teacher's singing directions softly, alone or with the children, maintains children's attention and cooperation and is far more desirable than saying "Stay in line," "No talking," "Stand up straight."

WALKING SONG

Original Song:
Let's go walking, walking, walking.
Lets go walking through the hall.
Everybody's walking tall now, quietly.
Everybody's walking through the hall.

Variations:
Everybody's walking to the bathroom.
Everybody's walking to the library.
Everybody's walking to the gym.

The teacher has the children line up again, using the same familiar procedures, and prepares the children for a transition to another area within the school. The gym period is a time for a variety of physical activities which enhance motor development, self-mastery of skills, learning games, and participating in musical activities. The daily routines should be clear-cut and established immediately. Many children have played circle games and have participated in movement activities. The teacher should plan to review a familiar circle game in the gym, e.g., "The Farmer in the Dell" or "See What I Can Do."

SEE WHAT I CAN DO

See what I can do. (child stands in center of circle as leader)
Everybody do it too.
See what I can do.
Now I leave it up to you. (leader chooses another child)

The teacher continues to observe the children, noting individual differences. Many children will participate enthusiastically. Some will be reluctant to participate.

The children return to the classroom for a quiet activity before lunch. The teacher reads a story relevant to the beginning of the school year or reads an old-time favorite that a child has brought from home.

Lunchtime can be informal, with quiet discussion between children as they eat their lunches. The teacher should notify the individual in charge of any problems specific children may have, such as food allergies, and should follow up and find out which children experienced difficulty during the lunch period.

After lunch, a few minutes spent in quiet relaxation, perhaps looking at picture books, will help children make the transition back to the classroom.

Perhaps the principal has sent the class a response to the letter children wrote, inviting the children to visit. The class should discuss appropriate behavior for the trip and formulate a few key questions the children want to ask. After the visit, the teacher can help children write an experience chart in narrative form to record the shared group experience.

Even though many children have participated in work-time activities the previous year, the routines should be reviewed before the children break up into groups. The teacher makes available a limited variety of materials, such as puzzles, manipulatives, lotto games, and materials for drawing and writing. The teacher can observe informally how children use materials. At the conclusion, children can report about what they did at a class meeting.

Another simple verbal assignment is to ask children to bring in labels from boxes and cans that they have at home. These can be compiled into a composite class book the next day for a beginning reading activity.

At the conclusion of the day, children should be helped to share their successes and accomplishments through a verbal review. The next day's activities are previewed and children's suggestions incorporated where appropriate.

The teacher elicits from children routines for getting ready to go home. Before children leave the classroom, they sing good-bye.

Suggested Daily Schedule #1 for the First Day
8:40 a.m. to 3:00 p.m.

8:40 - 9:00 **Greet Children and Parents:**
Escort children to classroom from arrival area, or greet children as they enter the room, depending on school procedures.

9:00 - 9:30 **Direct Instruction Activity:**
Distribute name tags. Children recognize their own names and learn names of classmates and teachers. (See "A First Day in First Grade.")

9:30 - 9:40 **Review Song:**
"Everybody Has a Name"

EVERYBODY HAS A NAME
(to the tune of "Mary Had a Little Lamb")

Everybody has a name,
Has a name, has a name.
Some are different,
Some the same.
Tell me what is yours?

(Children respond individually by telling names.)

9:40 - 10:00 **Orientation to First Grade:**
Discuss what children will learn in general during the year and note the specific sequence of events that they will follow during the first day. The sequence may be recorded by the teacher on a chart, with appropriate pictures of each activity.

10:00 - 10:15 **Teach Fingerplay:**
"Two Little Hands"

TWO LITTLE HANDS

Two little hands go clap, clap, clap.
Two little feet go tap, tap, tap.
Two little hands go thump, thump, thump.
Two little feet go jump, jump, jump.
One little body turns round and round.
And sits quietly down.

10:15 - 10:45	Routines and Transitions: Practice lining up; walking through halls; locating the bathrooms, other first grade classrooms, lunchroom (their tables), entrances, exits, etc.
10:45 - 11:00	Story Time: Read story using picture book. Follow up with discussion.
11:00 - 11:30	Art: Practice routines for distributing and collecting materials. Children can draw a picture of something they liked in the story or of anything else they like.
11:30 - 11:40	Routines and Transition: Prepare for lunch; children get sweaters, lunches, line up, walk through halls.
11:40 - 12:30	Lunch and Outdoor Yard
12:30 - 12:40	Routines and Transition: Return to classroom. Show artwork from morning session.
12:40 - 1:00	A Writing Activity: With the children, develop a letter in chart form to an administrator in the school that the children would like to interview, asking for permission to visit.
1:00 - 1:20	Orientation (continued): Practice lining up. Deliver the letter to the main office mailbox with the children. Continue on to the music room.
1:20 - 2:05	Music Preparation Period: Children in music room with teacher-specialist.
2:05 - 2:10	Transition: Practice routine in return to classroom.
2:10 - 2:30	Math Game: Use flannel board and felt figures.
2:30 - 2:45	Writing: Have children practice writing their names.
2:45 - 2:50	Evaluation and Review of First Day: Preview what will happen the following day. Give a simple verbal homework assignment.
2:50 - 3:00	Preparation for Dismissal: Practice putting up chairs, lining up, using correct exit.
3:00	Dismissal

Suggested Daily Schedule #2 for the First Day
8:40 a.m. to 3:00 p.m.

8:40 - 9:00 Greet Children and Parents:
Escort children to classroom from arrival area or greet children as they enter the room, depending on school procedures.

9:00 - 9:10 Review a Few Familiar Songs:
e.g., "Hello Everybody"

HELLO EVERYBODY

Hello everybody, yes indeed,
Yes indeed, yes indeed.
Hello everybody, yes indeed,
Yes indeed my darling.

9:10 - 9:30 Direct Instruction Activity:
Play a name-card game with the children, e.g.: put name cards on the chalkboard ledge and have children find their own names.

9:30 - 9:50 Orientation:
Familiarize children with room, materials, centers. Discuss plans for the day.

9:50 - 10:20 Art Activity:
Children can draw pictures and copy their names on the bottom of their drawings.

10:20 - 10:30 Routines and Transition:
Practice lining up; walking through halls, staircases; exploring the building on the way to the science room.

10:30 - 11:15 Science Preparation Period:
Children in science room with teacher-specialist.

11:15 - 11:20 Transition:
Return to classroom.

11:20 - 11:35 Story Time:
Teacher reads a short story; follows up with discussion.

11:35 - 11:40 Routines and Transition:
Prepare for lunch; children get sweaters, lunchboxes, line up, walk through halls.

11:40 - 12:30 Lunch and Outside Yard:

12:30 - 12:35	Routines and Transition: Return to classroom.
12:35 - 12:45	Listening Activity: Children Relax and listen quietly to music.
12:45 - 1:10	Direct Instruction Activity: List names of people who work in school (chart form). Decide which ones children would like to visit.
1:10 - 1:30	Active Period: Play a familiar circle game, e.g, "Looby Lou."
1:30 - 2:00	Name Game: Print children's names on the board, one at a time. Children can match their name cards to the names on the board.
2:00 - 2:30	Small Group and/or Individualized Activities: Children use puzzles, manipulatives, lotto games, materials for drawing and writing.
2:30 - 2:40	Homework: Give a simple, verbal homework assignment, e.g., "tomorrow bring a picture of somebody in your family."
2:40 - 2:50	Evaluation, Planning, and Projecting: Review the day's activities and plan for the next day with the children. Discuss briefly and simply what children will be learning during the coming year: themes, trips, etc.
2:50 - 2:58	Preparation for Dismissal: Review traffic patterns, lining up, etc.
3:00	Dismissal

SAMPLE WEEKLY SCHEDULE

* This weekly schedule is a sample of how a first grade teacher might plan a typical week. Teachers and supervisors modify the schedule in keeping with district policy, school regulations, and organization.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:40- 9:20	Meeting: Begin-the-day routines (attendance, calendar, weather, flag sharing) planning of the day →				
9:20- 10:15	Reading/Writing/Listening/Phonics: grouped Instruction in communication arts, including reading groups →				
10:15- 10:30	Music/Physical Education: songs, games, finger plays, movement, rhythms →				10:15-11:00 Prep (Art)
10:30- 11:15	Mathematics: direct instruction followed by group work on activities such as workbook pages, worksheets, cuisenaire rods, unifix cubes, and other mathematical manipulative materials →				11:00-11:40
11:15- 11:45	Literature: storytime/discussion → Planning afternoon writing program Preparation for lunch →				
11:45- 12:40	L	U	N	C	H
12:40- 1:15	Writing Activities: handwriting, creative writing, journals related to thematic study in areas such as social studies, science, art →				
1:15- 2:15	Center Time: teacher works with small groups, such as LEP children, while other children select activities utilizing all learning centers in classroom, including thematic projects		1:15-2:00 Prep (Library) 2:00-2:30	(Center Time includes planned activities and tasks integrating curriculum areas, e.g., art, social studies, science)	
2:15 2:30	Physical Activity/Movement: exercises, dramatization, neighborhood walks, movement, pantomime, dance, appropriate learning games →				Storytime/ Dramatics
2:30- 3:00	Meeting: sharing work of the day; evaluating ongoing work; discussing/clarifying homework; next-day reminders and planning; dismissal routines →				

The Teacher's Plan Book

Purposes: The plan assists all of the following personnel:

- teacher in using time, material, and energy wisely
- cluster teacher who assumes responsibility for the class during the teacher's preparation period
- substitute teacher when the teacher is absent
- supervisor in understanding the program planned for the children

Plan Book Format:

. Use a large book.

. Use index tabs or gate leaves to avoid rewriting topics each week.

. Record the following in the back of the book:
  sources of poems, stories
  sources of songs and music
  sources of games
  curriculum bulletins used
  resources in the community
  daily schedule
  weekly preparation periods

The early childhood program is based on planned experiences and emerging interests. A daily program rich in experiences is basic to growth and development and will provide children with the concepts and skills which they need for a successful school experience.

The following guide should help teachers reach these objectives.

The Weekly Plan Should Include the Following Items:

1. Current Theme

A. Integrating areas of the curriculum to achieve a unified approach to learning:

Communication Arts

. Speaking
  - Language games--verbal clues
  - Discussing learning centers
  - Finger plays and poems
  - Speaking in large and small groups

. Listening
  - Story time: Will I Have a Friend? by Miriam Cohen.
  - Poem "Hurray" by Eve Merriam
  - Routines, directions, signals, bells, etc.

. Beginning Reading/Writing
  - Labeling learning centers
  - Name recognition and writing
  - Simple experience chart
  - Finding print in the school environment
  - Using a writing center

Mathematics

. One-to-one correspondence: matching name tag to child
. Counting children, books, pencils
. Number names: school number, classroom number

Science

. Distinguishing among sounds heard in the classroom
. Day-to-day weather
. Sensory learning: touching and identifying materials in a learning center

Art

. Introducing paper, crayons, glue, material scraps, scissors

Music

. Songs: Name song, "Everybody Has a Name"
. Finger plays: "On My Head," "A Little Ball," "I Wiggle My Fingers,"
. "Two Little Hands," "Up to the Ceiling," "The Beehive"

Health, Family Living and Sex Education

. Importance of personal hygiene; washing and drying hands

Physical Education

. Circle Game: "See What I Can Do!"
. "The Farmer in the Dell"

Social Studies

. Taking turns
. Following directions
. Trip around the school building
. Meeting and interviewing adults who work in the school

B. Materials

. Realia
. Illustrative materials: pictures, photographs of the children engaged in activities, filmstrips
. Manipulatives: building blocks, games, puzzles.

C. Direct Instruction Activities

. Plan for small groups to develop specific skills.
. Plan for a large group. For example, develop sequence skills by recalling sequence after reading to the class.

D. Outdoor Play Activiites
   - Play equipment, circle games
   - Games to develop motor coordination, gross motor skills
   - Games to develop visual and auditory discrimination, listening skills, vocabulary development, social skills

E. Trips
   - Motivating children, encouraging children to gather information

F. Homework
   - Reinforcing classroom learnings, preparing for the following day

G. Assessment
   - Using charts

H. Log
   - Recording unplanned experiences, observations

Homework

Homework serves many purposes. It can further the academic growth of children and reinforce learning. Individual needs and interests can be met and fostered when a teacher gives differentiated assignments. Parents and family members become aware of what children are learning. It is a time away from school when children can rethink and reorganize materials. It gives children an opportunity to plan for the following school day.

In first grade, homework may be assigned daily, unless otherwise prescribed by district or school policy. A meaningful homework assignment should be an outgrowth of classroom activities.

It will often be the children who make the initial request for homework, even when teachers are not planning for it. Since young children see older sisters and brothers with notebooks and pencils in hand doing homework, they expect that their own homework will be written. First grade teachers know the significance and importance of verbal homework assignments in the development of language and thought processes. A reasonable balance between written and verbal assignments should be achieved. Teachers should use discretion to determine when to assign homework and what type of homework is appropriate.

Expect pressure for homework from parents. Some parents view homework as a measure of the learning taking place in class. Be ready to explain the class policy on homework to them. It is helpful to both parents and children to clarify homework procedures early in the school year. This may be done at a parent workshop and/or as part of an introductory letter to parents on practices and procedures for the year.

When trying to decide on the necessity for homework, keep in mind its purpose. Its relevance is based on the individual needs of the child. When these needs are recognized, the homework assignment is given. If more than one child has the same need, homework can be given to a small group. If applicable, it can be given to the whole class, for example, to reinforce previous learning. When teaching the initial consonant "T," the homework task may be to find pictures that begin with that sound, and to cut and paste them on a piece of paper. Very often, these activities also extend the child's skills in other areas. In the previous example, eye-hand coordination is also being developed. If the assignment is thoroughly understood, the child should be able to complete it independently. The teacher should always be aware of the time element involved when the child is doing the assignment. It should not be a burden.

Homework should not be a last-minute thought. It should be planned by the teacher, along with a process for checking and correcting the completed assignment. Usually, homework should be checked the following day. It can serve as valuable feedback for both the teacher and the child. Children should be active participants in the evaluation process. The teacher may decide to review assignments with a group during class time or at another time of the day. Whichever method is selected, the children must receive feedback. Regardless of the procedures, it is critical that homework assignments be meaningful to the child.

Examples of homework:

- Request that children bring in pictures of food, empty food boxes, and labels from food jars and cans. In class, children can use these materials at first for sorting activities, and later for reading activities.
- Ask children to collect objects such as bottle caps, buttons, and empty cans. Children can arrange the objects by size (smallest to largest), or they can devise their own categories for sorting and classifying.
- Have children find samples of brushes in the home after they have gone on a brush hunt in school.
- Have children take a survey of the number of people in their families. When the information is brought back to the class, it can be graphed.
- Extend the skill of asking questions to the home. Have children ask adults questions at home: "What was school like when you went to first grade?" "Did you eat lunch in school?" "Did you ride on a bus?" Answers can be recorded at home or at school.

Appropriate homework assignments help children develop independence and responsibility. Reinforcing, extending, and enriching skills and knowledge can be accomplished by giving homework to first graders.

For further information about homework, refer to Chancellor's Regulations, Instruction Volume - Update No. 2, 1982-83, "Homework Policy", No. B-601, pp 1-5.

Adapted from Teachers Talk to Teachers: A Practical Guide for Grade 1 (Brooklyn, NY, Division of Curriculum and Instruction, New York City Board of Education, 1977).

Food Services In the School Lunchroom

Last year, many kindergarten children were served lunch in the classroom, family style. Eating in the school lunchroom will be a first experience for many children. Routines for breakfast and lunch in the school cafeteria will have to be developed. For example, at lunchtime, children will have to wash and dry their hands. They will have to form a line and follow the route to the school's lunchroom. There they will be assigned to a table designated for them. These children will be lining up, balancing trays, and carrying them back to assigned tables.

For most children, school breakfast and lunch will be an integral part of the educational day for many years. The teacher can help make eating in school a positive and enjoyable experience. If there is time for the teacher to remain in the lunchroom with the class, the teacher should discuss the menu for the day, which can be obtained from the food service manager (dietician).

Teacher and children talk about the origin of food and why food is necessary. Children need time to finish eating without pressure. They should not be hurried. To make lunch more pleasant, conversation should be encouraged regarding favorite things such as toys, television, birthdays, family members. In some schools, upper grade children eat lunch with younger children, encouraging a sociable atmosphere.

After everyone is finished eating, the routine for emptying trays is introduced. Children will follow a clean-up procedure and become familiar with traffic patterns as they move out of the lunchroom to other designated areas.

After the children return to the classroom, they may play a brief picture game in which they choose from a selection of food pictures in a pocket chart those pictures which illustrate their lunch menu.

After lunch, children can discuss the food that was served--its nutritional value, color, texture, taste, and origin. The food service manager is an excellent resource and should be called upon to talk with young children about nutritious foods. In addition, the food service manager can provide materials such as posters, games, films, and filmstrips about nutrition and food.

Looking at books or listening to a record are other appropriate, quiet after-lunch activities.

Classroom Assistants

Some first grade classes may have a paraprofessional, parent or community volunteer assistant, and/or student teacher. These adults can support the teaching/learning process in providing for:

- additional small group activities, such as making play dough, playing a lotto game, telling a story.
- individual attention, observing a child's behavior patterns.
- preparation of materials.
- group activities outside of the classroom, such as a trip within the school, picking up lunch or snacks in the lunchroom, borrowing books from the school library.
- other activities according to their skills and interests.

When classroom assistants are available on a regular basis, the teacher should:

- welcome their support.
- meet regularly to establish consistent routines, share information, plan together.
- assign specific tasks or areas of concentration, such as, responsibility for classroom library (helping children select a story, selecting books about a theme for display, reading a story).
- discuss aspects of child development; for example, children grow at different rates and have different learning styles.
- ask about their special interests. (Some of the assistants may play a musical instrument or have skills in working with wood or other raw materials.)
- encourage assistants to sit at eye level with children, listening to and joining these activities when appropriate.
- ask assistants to help during transitions by encouraging children to clean up after finishing tasks, (e.g., putting away collage materials, rewinding tape recorder).
- encourage assistants to maintain their role as adults in the classroom.
- provide time to share skills. The teacher may model techniques in working with a flannel board. The volunteer, paraprofessional or student teacher may know how to care for a pet animal or sing songs in another language.

Planning Checklist for the First Grade Teacher

Do you ....?

- plan so that the children will have a relaxed, unhurried school day with easy transitions from one activity to another
- plan so that children have the opportunities to make choices and decisions
- include the assistant and cluster personnel in planning, and confer with them regarding the plan
- develop activities around a current interest or theme
- build on the experiences of previous days
- evaluate carefully the experiences and materials to be used and select those which will afford optimum development
- alternate the scheduling of active and quiet activities
- maintain a balance of individual, group, and whole class activities
- include time each day for planning and evaluating the day's work
- provide an opportunity for some outdoor play when the weather permits
- include frequent, well-planned trips in the school and around the community
- group children for differentiated instruction
- plan differentiated homework assignments

Section 2

Creating a Learning Environment

Creating a Learning Environment

MEETING THE NEEDS OF FIRST GRADE CHILDREN

The Children's Background

First grade children come to school with a variety of previous learning experiences. Some may have had a year of all-day kindergarten; others may have never been to school at all. Still others may have experienced a half-day kindergarten program. Children will be at many stages of development and maturity. The teacher needs to plan a program that will reflect the experiences of the children and their needs. Small group instruction can accommodate these needs in an effective way.

Children who have not had a kindergarten experience may need to be acquainted with routines. They need opportunities to form a line or a circle. Children need to be taught the procedures for meeting time, work periods, and clean-up and storage of materials. They will become aware of bathroom and fire drill regulations. Routines can be broken down into step-by-step behaviors and communicated to the children one step at a time. As the children grow more competent, instructions become more complex. (See the following section on management routines.)

Children without previous school experience will need to participate in many socialization and getting-acquainted activities. They may work with other children in groups or with one other child on a project, and are given opportunities to share materials and to verbalize through dramatic play or use of puppets. Name cards and games or songs with children's names can be introduced.

Those children who were in half-day kindergarten programs will need to make the adjustment to a full day of school. They will become acquainted with the location of the lunchroom, bathrooms, and other unfamiliar areas in the school, and toileting procedures can be reviewed. An activity can be initiated to see if these children write their names, hold a pencil correctly, or need additional fine motor skills. They can also be given opportunities to follow directions and review the daily schedule and routines. Since some children may be eating lunch in school for the first time, they should be taken to the lunchroom to learn the route and where they sit.

Informal assessment and observation of children's behavior allow the teacher to group children and provide appropriate learning experiences. The teacher cannot assume that a child lacks a specific skill because of nonattendance in a kindergarten program. Children who are new to school, however, may need work on specific skills, e.g., organizing a painting experience at the easel or following directions. Those who need work on more advanced skills can be grouped for a lesson such as sorting by category or learning a sound. A child's maturational level will determine how much time to spend on a specific skill. Some children will need more exposure to a new concept than others. Children who work more slowly at the beginning of the year may speed up as time progresses. Teachers will be aware of individual differences and plan accordingly.

Differentiated Instruction

Children in first grade learn through experimentation and experiential learning. They come to school with various backgrounds. Therefore, the teacher needs to plan learning situations that begin at each child's level, give alternatives, and encourage first-hand experiences whenever possible.

Differentiating instruction will give children a chance to succeed in school by working at an individual pace to meet specific needs and goals. The teacher can differentiate instruction regardless of the number of children in the class or the teaching style used. The teacher can work in an open classroom setting, or support individual and small group work in a more traditional setting. The teacher needs to focus on the way children learn, because children have different learning styles. There are those who are more auditory, visual, or kinesthetic and rely on one sense. Some are intuitive, and some are highly structured learners who need goals clearly stated. Awareness of such differences enables the teacher to choose activities appropriate to the learning styles of each child.

To differentiate instruction, the teacher can vary the processes and materials used in the learning centers. Emphasis should be put on products that are creative and involve opportunities for problem solving and self-directed research. Children are happy to choose work that is paced to insure a reasonable degree of success.

The formation of groups for instruction is a first step for the teacher. Groups are established based on interests, needs, and curricular topics and may be changed whenever necessary. While planning, the teacher uses evaluative information to pay attention to small group needs and provide for them. The teacher will need to consider how many groups will be able to work at one time, what activities are appropriate, and what materials are available.

Independent study should also be provided as an extension of the regular class or group work. Individuals can work on task cards in a learning center or on research projects or preplanned activities. Independent learning and self-evaluation help children develop the ability to make choices and decisions, an important goal of education. In mathematics, for example, children who are familiar with graphing can independently group, categorize, and graph objects of different shapes.

Opportunities for critical thinking should be provided while differentiating instruction. Task cards that are open-ended and divergent will lead to products that are more diverse and unique, e.g., "Construct your own vehicle for travel. What is it called? How does it move? How fast does it go? How many people can it carry? Draw a picture of it."

The teacher may do problem-solving activities with a group of students. A problem such as this could be posed to a group: "Suppose we had an ice cube and we wanted to keep it from melting. How could we do it?" Children propose solutions and list them. Then each child tries his or her solution in the classroom to see which worked best. A hypothesis would be drawn.

Teachers working within a theme will find there are many opportunities for differentiating instruction. Some activities are done more easily with small groups of children, and others involve whole class participation. Questions and task cards can be devised at different levels of thinking so that they are useful for all children. Individual children may want to pursue further study on a topic after interest has been aroused.

Differentiating instruction will give each child an opportunity at an educational program that is challenging, interesting, and within reach of the child's capabilities. By organizing instruction around interdisciplinary themes and learning centers, planning the physical arrangement and organization of the classroom, and acting as facilitator, the teacher will be better able to adapt the educational program to the individual learner.

Interage Grouping

In some schools classes may include children of different ages and grade levels. This may occur for different reasons, including:

- overregistration in a grade level, requiring the formation of a class combining children from two grades.
- a belief that interage grouping is desirable because it allows children to interact with others based on developmental levels rather than chronological ages.

Interage grouping recognizes the developmental levels of children. It allows children to learn as they are ready and move from group to group as their abilities dictate. Peer interaction is evident as children ask each other questions and reinforce their own skills by helping others. Children are encouraged to work independently and become self-directed.

The advantages of interage grouping are akin to those for grouping within a single-grade classroom. An interage classroom is a natural socialization system where children are grouped according to their needs and abilities instead of by age.

The process of grouping in an interage classroom can serve as a model for grouping in any classroom.

A teacher of six-and seven-year-olds describes her approach to grouping at the beginning of the school year:

> I decided to postpone skill grouping and begin a social studies unit on "Jobs People Have" with the whole class. We wrote experience stories as a class, sang songs, learned poems, and discussed concepts together. I found that in talking with them, their interests in jobs could be grouped into about five categories. I decided to try grouping the children into job interest areas and provide tasks for those groups or individuals that were job related and/or skill oriented. The children were very serious about their job tasks and sat together in orderly groups working on their projects and activity sheets....

> The unit lasted 3 weeks and when it was over, we grouped again for another unit that was basically whole-class oriented, but more closely related to developmental skills. This "Book Character" unit got me started into my reading groups. I am now able to group and regroup frequently without the changes being a disturbance to the children. I keep my anecdotal records in a spiral stenographer's notebook in the large pocket of my smock.
>
> When I get a minute or two during the day, I record my observations. I also have on my closet door a long strip of sailcloth to which I have sewn big pockets. When a child completes a paper activity (skill sheet, drawing, glue and paper activity) that I feel shows mastery of a skill, I date it with a date stamp hanging by a string on the closet door and stick it into the child's pocket. Every couple of weeks, I empty the pocket, record the results on skill sheets, and file the work in the parent conference folders.

A record of the children's progress is kept through the use of skills charts. The teacher continues to observe and evaluate, and children are moved to different groups as needed. Group membership changes as children's needs change.

Interage grouping, as in grouping in a single-grade classroom, provides many opportunities for positive behaviors to develop. Cooperation is fostered between children as they share information and support one another. Independence grows as children are helped to become more self-motivated and self-directed. Since there is a range in abilities and interests, children can be independent, act as resources and tutors, and be assisted by peers.

From Roberta Atkinson, Position Papers: "Beginning the Grouping Process - A Teacher's Point of View" and "Phases of the Grouping Process" (Hampton Institute Nongraded Model and Laboratory School.)

MANAGEMENT ROUTINES

"Management Routines" refers to all of the practices the teacher develops with the class to sustain order in the children's movements within and outside the classroom and to maintain the organization, order, and availabilty of equipment and materials.

For example, if a teacher tells first graders on the first day, "Please get on line to go to gym," the expectation may be that the children will walk quietly and directly to the line-up area, match themselves with a partner, and watch the teacher for a signal to move. In fact, something quite different may happen. Some first graders have never formed a line. In fact, some children have never even been told how to move. They are used to matching their movements to the movements of others, focusing on where they are going rather than on how they will get there.

Regardless of the size of the classroom or the number of people, routines can be devised and developed that will insure the children's safety, preserve the equipment and materials, and provide a pleasant atmosphere. Teachers will naturally employ different management styles, but the teaching and learning process for establishing and implementing the routines is the same.

Clear, well-thought-out routines should be stressed, since six-year-olds become very excited when they gather together (at meetings, forming lines) and during transitional periods. Transitional periods are especially challenging because some activities do not end all at once. Activities such as clean-up time or completing an assignment, require very clear routines so that children always know what is expected of them.

The teacher should rehearse explanations of routines and break them down into step-by-step behaviors before communicating them to children. Children are not confused by directions that are easy for them, and the observant teacher will increase the complexity of instructions as the children grow more competent.

Transitional Periods

Those periods of time during which children are finishing or leaving one activity and moving toward another are known as transitional periods. Transitional periods can be very difficult for young children. Children may feel disrupted because the previous period ended before they were ready to stop, or they may feel apprehensive about something that will happen later in the day.

Teachers find that children move into the next activity more readily when a little time has been spent during the transitional period on finger plays, short songs, rhymes, or poetry. The light-heartedness of these exercises serves the serious purpose of assisting the children to shift the focus of their attention and become more receptive to directions for the next activity.

In general, the most important transitions occur between:

- entering the classroom in line, and beginning an activity
- initiating a whole group activity in which each child needs supplies, and starting the activity
- work period, and clean-up time
- ending an activity, and forming the line--especially if lunches or clothes are required
- the final work of the day, and getting ready to go home

Teachers have many different styles for managing the transitional periods, and the teacher new to first grade is urged to experiment in search of effective methods.

One teacher might put out the light and show a sign picturing a child making the shhh sound with finger on mouth, underneath which is printed quiet. When all of the children have quieted, the teacher begins a new activity.

Another teacher might start a finger play with the children and continue until the entire group is participating. The teacher completes the exercise with the children and has their attention for what comes next.

Routines

The following descriptions of management routines cover many of the situations that will occur every day in the first grade. The routines are best taught slowly, one at a time, step by step. Over time, the children will internalize the behaviors, and the teacher's occasional reminders will serve to sustain these behaviors. A rich repertoire of finger plays and appropriate songs will enhance the routines and prevent these daily experiences from seeming drearily monotonous.

It must be stated that six-year-olds adapt to a particular teacher leading the routine. With the regular teacher all will probably go smoothly. The children may, however, react unpredictably when a substitute teacher comes in. A section of the planbook labeled "Transitions and Routine Procedures for the Substitute" may minimize disruptions when the regular teacher is absent. The teacher can include in this section specific directions (including words for finger plays) for transitions and routine procedures to which the children are accustomed.

Group Meetings

There are several ways to gather the children for meetings, direct instruction, story, and sharing times. Early in the year a circle formation is most effective, because it prevents the distraction the child feels when sitting in back and in front of other children.

The teacher will have to help children form the circle or sit in the meeting area. At first the teacher will name one child at a time and indicate where the child is to sit. (Often this can be done by adapting a familiar song, Establishing partners, or couples, and giving each pair a number for its position on line (reinforced with a partners' chart) diminishes some of the confusion and anxiety. However, absences will disrupt this system and the teacher will need alternative plans. A sample dialogue follows:

- "Selina, please walk to this space. Good! Now face me and stay right there. Thank you, Selina."
- "Jamal, please walk to this space beside Selina." (Teacher shows Jamal what beside means by helping him into the space and position, if necessary.) "Thank you, Jamal."
- "Sam, please walk here and stand in back of Selina." (Teacher helps Sam, if uncertainty is observed.) "Thank you, Sam."

The teacher continues until everyone is in place.

The teacher must move this line very slowly, since at first children may run, stop, turn around, or wander off. Teacher attention given through cheerful praise of "straight walkers," "quiet walkers," "wonderful walkers," will encourage children to walk properly on line. However it may be a number of days, even weeks, before this methodical beginning will result in a rewarding sense of certainty for the children and the teacher.

Working with an Individual and with Small Groups

One of the challenges of individual and small group work is maintaining a smoothly-running classroom with each child meaningfully engaged. Routines can be established that enable the children to take care of their own needs while the teacher is busy with an individual or small group. When the children have learned to get their supplies, cleanup after themselves, place their work in a designated area, and engage in another activity, the class is ready for the teacher to work with individuals and small groups. It is hard for a group of six-year-olds to go for long periods without teacher assistance, so alternating short periods of teacher's presence with short periods of nonavailability is recommended.

Checking the Children's Work

In checking the work of six-year-olds, "the sooner the better" applies. Checking work while it is fresh in the child's mind reinforces learning. Because this is time consuming, the teacher will want to distinguish between essential instructional work, and the practice and expressive activities which require mere acknowledgement. Scheduling time for checking children's work with them, while the remainder of the class is engaged in worthwhile activities, is crucial and, at times, a challenge. The teacher is reminded that the quality of the time spent with each child is more important than the quantity.

Instructional Materials

First grade instruction includes materials which must be distributed, collected, and stored almost every day. Children love to help the teacher with these tasks and will try to implement exactly the teacher's "how to" directions. These tasks can be assigned to different children each week and indicated on a "Job Chart."

such as the "Paw-Paw Patch," and inserting a child's name.) By observing the children enact a routine, the teacher can adjust the complexity of the directions. A sample dialogue follows:

- "Jose, please sit here. Thank you, Jose."
- "Jasha, please sit beside Jose. Fine! Thank you, Jasha."
- "Tanya, will you sit here beside Jasha? That is fine! Thank you, Tanya."

Not all children may require such precise directions, but the teacher is advised, in the beginning, to be as explicit as necessary for each child to participate successfully.

Once the children know how to form a circle, a little verse, said or sung, will make this routine pleasant e.g.:

HANDS

(To precede circle activity)

Join hands in a circle
To the left and right;
Now raise your hands
And fly them like a kite.
Put your hands in the circle,
Bring your hands back out,
Let go of hands
And turn yourself about.
Put your hands on your head;
Now hands on your knees,
Hands on your mouth
In case you sneeze.
Hold hands again
And go for walk;
Keep your mouth very still
'Til its time to talk.
Put your hands on your ankles;
Now again on your knees.
Now sit yourself down
As lovely as you please.

Forming a Line

Most schools require each class to move through the halls in a double line; however, it is difficult for first graders to maintain a double-line formation. The instructions the teacher gives the children at the very beginning are crucial, as is the teacher's continuing and patient support. Remember that some children will not yet have mastered the concepts in front of, beside, in back of.

Fire Drills

Fire drills are an essential and frequent occurrence in school life. Lessons on fire safety and the importance of a quick and orderly exit from the building should precede the first fire drill. Good routines are the only way to minimize the disruptive aspects of fire drills. Teachers communicate their genuine concern for the children's safety when they establish effective fire drill routines and, in a calm manner, assist the children to implement these routines.

The children will learn to distinguish between two-bell fire drills and three-bell fire drills. The teacher might flick the light switch to get the children's attention and remind them to get their coats if it is a two-bell drill, or to go directly to their places on line, if it is a three-bell drill.

It is imperative to get first graders out of the classroom, down the stairs, and out of the school building quickly, yet safely. The pace must be brisk, yet one that each pair of little legs and feet can manage without tripping and stumbling.

The teacher's serious and confident demeanor will help the children to develop appropriate attitudes and behaviors during these crucial routines.

Bathroom

There are several different ways to manage bathroom routines, depending on the school facilities.

To emphasize and simplify handwashing, all children will need to be shown how the faucets work and the location of the soap, towels, and wastebaskets.

In the beginning of the school year, if the bathrooms are at a distance from the room, the teacher will take the class to the bathroom in line formation, particularly before and after lunch. Where bathrooms are in the basement near an indoor play area, the class may engage in circle games or other movement activities while the teacher sends two children at a time to the bathroom.

The observant teacher will notice the growing independence of the children in caring for their personal needs. Eventually, the children will develop sufficient confidence to go to the bathroom when necessary, and a whole-class bathroom routine becomes obsolete. The children will gradually learn to accompany each other in pairs to and from the bathroom, asking permission beforehand and telling the teacher when they have returned.

Clean-up

There are two viewpoints about clean-up time. Some teachers feel that children should be trained to clean up the area in which they have worked, rather than to clean materials and areas left messy by other children. This system results in some children having to perform multiple clean-up tasks by the end of the day.

The other viewpoint considers the classroom as the responsibility of those assigned to specific tasks. Cleaning an area is the job of the person indicated on a job chart. Children clean areas in which they may or may not have worked. An advantage of a job chart is that it brings the children in contact with materials and areas which, for one reason or another, they may be avoiding.

In general, children should be encouraged throughout the day to take care of the materials and the space they are using. Children naturally enjoy clean-up activities such as wiping and sweeping.

It is recommended that the teacher use any method for clean-up time which is agreeable philosophically, but it is stressed that the teacher establish a well-formulated system and communicate it clearly to the children from the very beginning of the school year.

A sample job chart follows for teachers who wish to employ this system. The teacher should examine each task required to maintain classroom order and break it down into parts that are manageable for each child. The teacher should introduce the job chart to the children and explain what each job requires. The aims are to have a job for each child (with perhaps a week off) and to accomplish clean-up in a reasonable length of time. The amount of time needed for clean-up will be influenced by the difficulty of the tasks, which may vary from day to day, and by differences in the children's abilities.

It is a good idea to change the job chart every week. The simplest method is to drop each card down one job. Over the course of the school year, everyone will get at least one turn at each job. Provide for the responsibilities of those children who are absent by moving the other names around.

The following is a list of possible job descriptions. The jobs may vary depending on the day's activities.

Suggested Jobs for the Job Chart

(Jobs may be listed alphabetically or by area)

Attendance Chart
Blocks (2-4 children)
Chalkboard
Crayons, Markers
Dustpan
Games
Glue Containers
Library Center (2 children)
Listening Center
Manipulatives
Math Center

Office Monitors
Papers
Pencils/Erasers
Pets (if applicable)
Picture Collection, Magazines
Plants
Puzzles
Science Center
Scissors
Sink
Sweep
Theme Center
Writing Center

Our Jobs Chart

Job	Worker	Job	Worker
Attendance	Hilda		
Blocks	Jessica		
Crayons	Juan		
Sissors	Kim		
Pencils	Maria		
Picture Collection	Mona		
Library Center	Martin		
Math Center	Scott		

Including an illustration representing the job, along with the word or words, is very helpful to beginning readers.

The pocket chart format can be used. The essential feature, whatever format is chosen, is that the children's name cards (or the job name cards) be moved each week.

The teacher is reminded that the children need something quiet to do when they have completed their jobs. This activity must be one the children can do at their seats or in a designated area with few materials and little supervision. A chart similar to the one below will guide the children in selecting an appropriate activity:

I'm finished with clean-up! ☺

I can quietly:
- read a book
- begin writing a story
- finish writing a story
- read my story to my neighbor
- listen to my neighbor's story
- draw a picture
- practice handwriting
- do a worksheet
- ask my neighbor an interesting question
- do a task card

Worksheets and task cards offer the children opportunities to reinforce specific skills, while at the same time independently choosing and engaging in worthwhile activities. Introducing and reviewing worksheets and task cards with the children will insure their understanding of the teacher's expectations.

Some assignments, appropriate for task cards follow:*

1. Find a new word in the dictionary or word book. Write it down and use it in sentence.
2. Have a neighbor quiz you with number or word flash cards.
3. Look around the room and find something that you like to look at. Draw a picture of it.
4. Number your paper from 1 to 20. Circle all numbers with a 2, 4, 6, 8 or 0 in them.
5. Write a note to a friend.
6. Select a color. Draw a picture and write a story about your color.

Many activities in the "Themes" section include worksheets. The teacher can devise appropriate worksheets to reinforce skills in the current curriculum or can select appropriate commercial materials.

Attendance

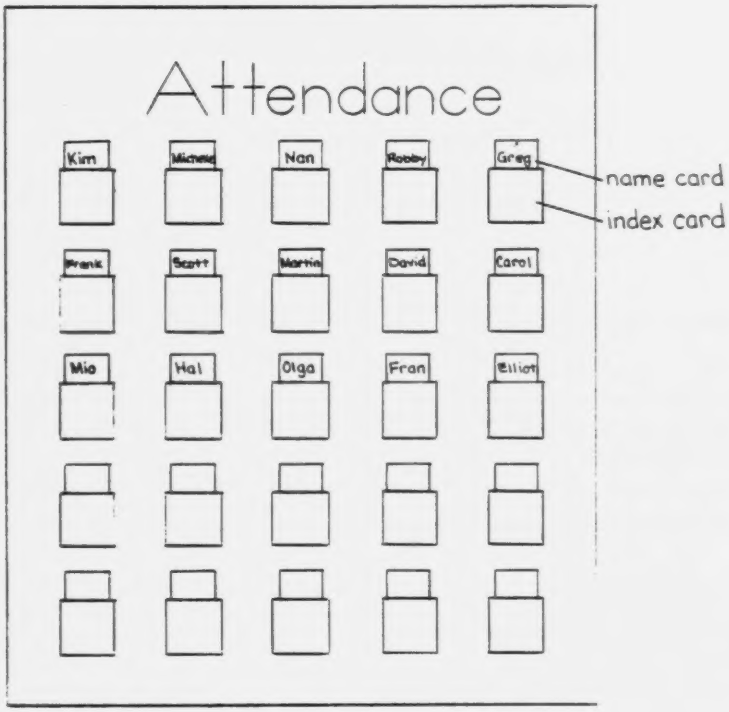
An "Attendance Chart" allows the children to record the daily attendance. It is a simple routine, done at the beginning of the morning. One way of making an attendance chart that will last all year is described below.

Attendance Chart

Make a pocket chart by gluing colored index cards on oaktag, providing as many pockets as you have (or will have) children in the class. Make a printed name card for each child. The child's name should be printed on one side of the card with a black marker and on the other side of the card with another color. Make sure the name will appear above the "pocket." The child may paste or draw a picture on the card if desired. For example:

---

*Adapted from Roberta Atkinson, A-B-C "At Your Seat" Independent Activities (Hampton, VA: Hampton Institute Nongraded FT Model, 1981).



As the children enter the classroom in the morning, each child turns his or her name card over to the side written in black. At the end of the day, the child turns the name card back to the other side.

Beginning and Ending the School Day

A school day that begins smoothly for everyone is most likely to result in a pleasant and productive learning experience for children and teachers.

A calm beginning depends on the children's certainty of where to put their things when they first enter the classroom and what to do immediately afterward. The teacher will want to designate a space for lunch boxes/snacks; bookbags; homework; a name-labeled hook for each child's clothing; and individual, private storage spaces.

Having taken care of their belongings, the children are ready for the first activity of the day. This activity should be informal so it is not disrupted if the children do not all enter the classroom at once.

Some informal ways to begin the day include independent work requiring no teacher explanation, or a morning meeting that includes routines, a story, and planning for the day. The children can be seated at their desks or in their individual spaces in the circle.

It has been said that the last ten minutes are the most important of the school day. If this is true, it is essential that the ending be relaxed and pleasant with clear and orderly routines.

Because simple directions are best, the teacher is urged to tell the children exactly what to do, and to help the children move at a calm and comfortable pace. This can be readily accomplished by sending one, two, or a few children at a time to get their things and return to the meeting area. Remember to leave enough time for children to get ready to go home because six-year-olds take differing amounts of time to get themselves together. This final activity should include last-minute sharing that is informal and chatty. In schools where the teacher walks the class to a dismissal area, lining up will follow the routine for getting ready to go home.

THE LEARNING ENVIRONMENT

The learning environment is everything the child experiences--people, places, and things. Young children learn by interaction with their environment. Therefore, when constructing the learning environment, the teacher considers the strengths, interests, and needs of each child. It is necessary to differentiate instruction to meet these needs and provide for different learning styles.

Learning environments will vary in style according to the preference of the teacher. Some teachers may feel comfortable with small group instruction right from the beginning, while others will want to work in large groups for a while. In setting up the program, teachers should keep in mind the backgrounds of the children and their learning styles.

The introduction of learning centers can provide an effective instructional approach for the first grade teacher. Learning centers allow the teachers to differentiate instruction and support individual and small group work. They provide child-selected activities rather than teacher-centered learning experiences. Learning center activities may be familiar to first graders who have had a kindergarten experience.

Teachers who prefer a more traditional setting may start the year with two centers. A library can be placed in a quiet corner of the room and stocked with picture books, reference books, activity books, and child-made books. A writing center can provide paper, writing implements, dictionaries, markers, crayons, a typewriter (if available), blank books, and story starters.

As theme centers are introduced, children should be involved in selecting materials. Everything related to the theme, including task cards, can be available for use throughout the day. A theme center is interdisciplinary in nature and includes activities for two or three children as well as independent tasks. Opportunities are given for children to make choices and to respond in divergent ways. Enrichment for more able learners can also be provided.

There are some teachers who feel comfortable starting the school year in a classroom that reflects a more open setting with as many as four or five learning centers. If, however, the teacher has established a traditional learning environment, a good way to begin the year is to prepare a variety of seatwork assignments for each group and write individualized work plans. The teacher can then begin to move children away from their own desks for specific purposes during the day. A table can be set up where children get materials for work to be completed at their own desks. An empty box is provided for completed work from the learning centers.

As learning centers are established, they provide opportunities for children to be creative and involved and meet with success. Skills are incorporated into the curriculum and opportunities are provided to enrich, review, and reinforce these skills. The learning centers provide children with opportunities to work independently or in small groups, and expose them to recordkeeping skills, self-evaluation, and divergent thinking activities.

Adaptions to the learning center model can be made to suit the individual teacher. Much learning occurs when the child is given the opportunity to work independently and make choices. It is up to the teacher to devise a system to manage, schedule, and assess the program.

Characteristics of learning centers and steps in developing centers will be discussed on the following pages. Sample charts for management and record keeping are also included.

Room Arrangement

Room arrangement reflects the educational beliefs of the teacher. It is a tool teachers can use to support children's emotional, social, physical and intellectual growth. Children entering a new environment need to feel secure enough to interact with people and materials. They need space to work independently, with another classmate, and in small or large groups. Room arrangement affects everything the children do daily: whether they are active or passive, their use and choice of materials, their relationships with others. Skills such as word recognition, graphing, and classification are reinforced in a classroom that is skillfully arranged.

There are many unique ways to arrange classroom space. The teacher should carefully plan the physical aspects of the classroom before the children arrive on the first day of school. The teacher can make a floor plan of the room and then choose learning centers and sketch them into place.

The placement of the centers encourages interaction of children. Centers are generally located around the perimeter of the room. Active and quiet areas are established. Quiet areas, such as the library, writing, and listening centers are near each other, if possible. Block, science, and art centers are together so that activity can expand beyond the space allotted. A large, open floor space should be available as a multiuse area to accommodate large groups for meetings; direct instruction; and music, rhythm, and large muscle activities. A "conversation corner" or area can be provided where interaction with children can take place.

Room arrangement is very flexible and can be suited to the needs of the group. If a teacher finds a room arrangement is not working out, rearranging can be done. The children can help in planning and rearranging furniture or centers.

Teachers need to provide space between centers for a flow of traffic. There should be enough room for children to stand up and push their chairs back without knocking over materials. Optimally, children will not have to pass through one area to get to another. Free access to all cubbies, closets, and doorways is necessary. The teacher should be able to see all areas of the room easily.

Centers that require specialized equipment, such as electricity for the tape recorder or water for the art center, should be located near the resources needed.

Centers need to be clearly defined so that children have no problem recognizing them. Areas in the room can be divided by rearranging existing furniture and equipment. Desks, tables, shelves, and cabinets can be used for dividing the room into centers. Pegboards, screens, or easels can be used for display or storage. Cardboard covered with flannel can be used as a flannel board, a divider, or for display. Portable centers, which consist of an activity box focusing on a specific interest or content area, can be placed on a table to make an independent work area.

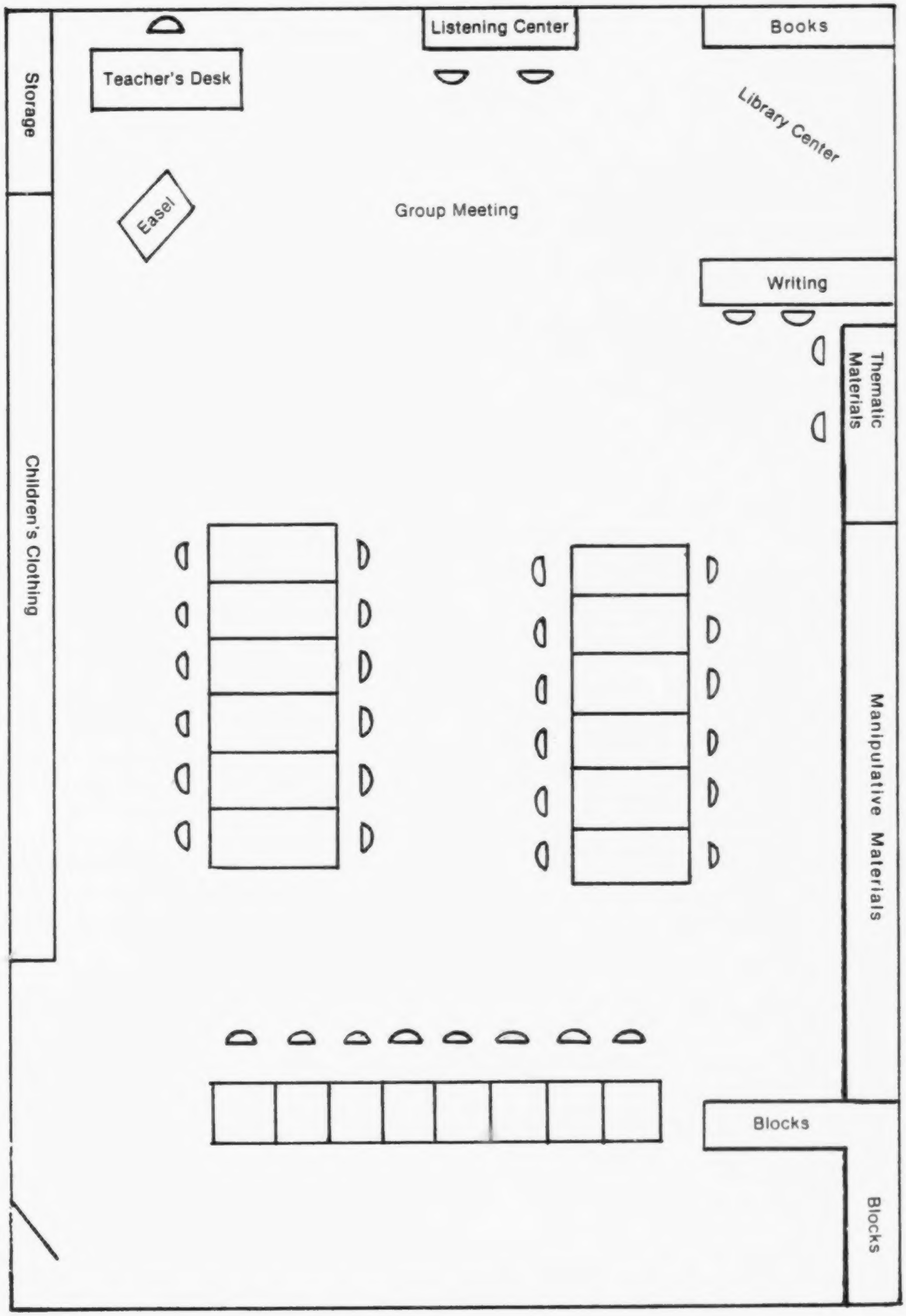
Seating arrangements for the children are flexible, and the tables and chairs can serve multiple purposes. Furniture can be moved or rearranged to accommodate whole group, small group, or individual activities. If the teacher is developing an experience chart, for example, children's chairs can be moved and turned to face the teacher. When children are expected to copy material from the chalkboard or a chart, chairs and tables can be moved so that children can easily see the material. Chairs facing the windows can be turned if there is a problem with sunlight.

Displaying students' work motivates children, gives them recognition, and provides stimulus for other children. The teacher provides ample space at the childrens' eye level for displaying work. If bulletin boards are not available, a clothesline and clothespins, pegboards, doors, or room dividers can be used.

If the room does not have a sink, the teacher can still have an art area. A table can be placed near the easel with buckets of water, a plastic pitcher, and a basin for washing hands and brushes. Teaching the routines involved can be an excellent direct instruction activity in developing sequence skills.

The following pages depict four floor plans for teachers to utilize in setting up their classrooms. The first one reflects a traditional classroom with a few learning centers. The last one reflects an open classroom approach. The teacher can adapt these plans and create an environment that is comfortable to work in and that invites children to learn.

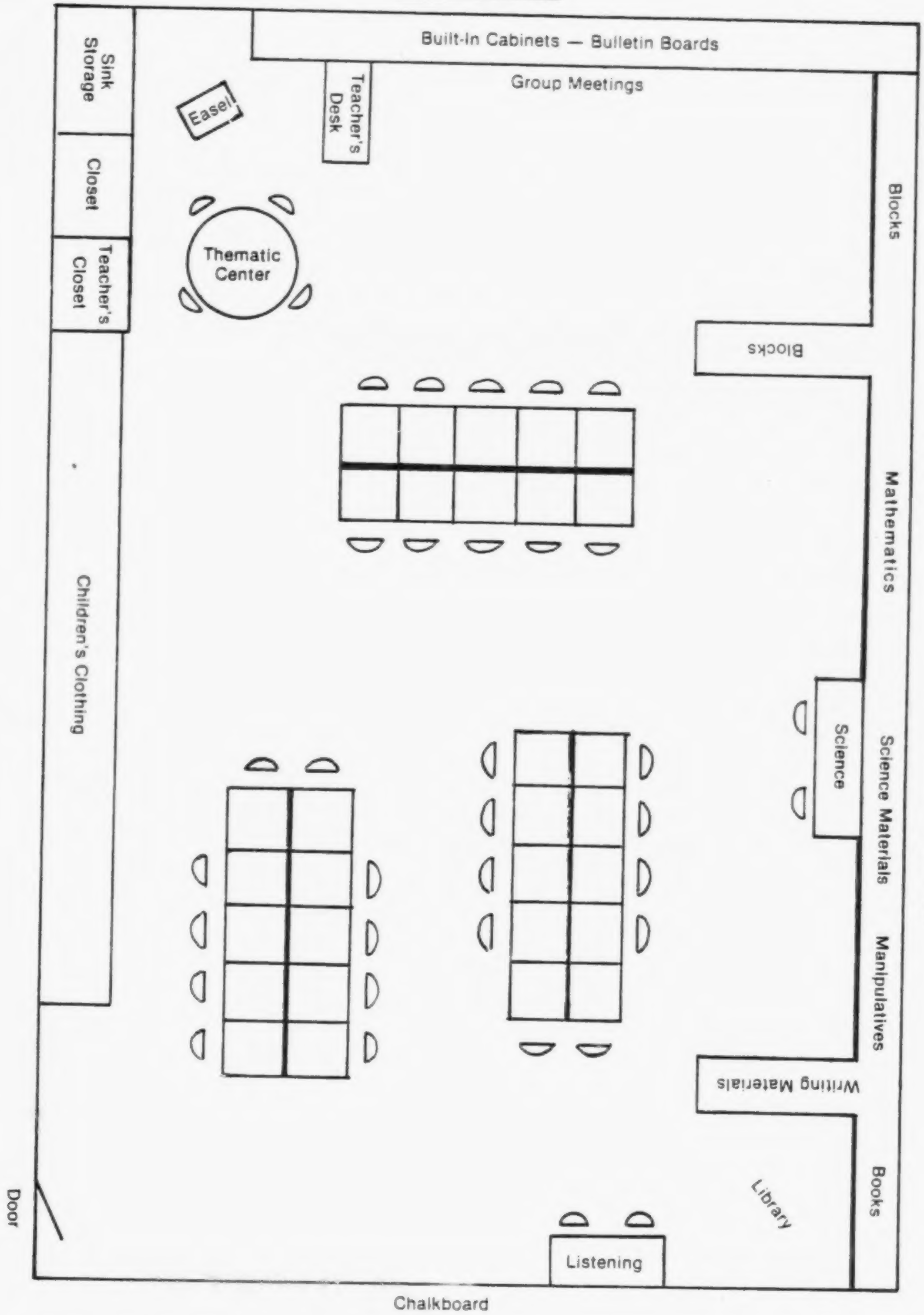
Floor Plan #1



Listening Center
Books
Teacher's Desk
Storage
Library Center
Easel
Group Meeting
Writing
Thematic Materials
Children's Clothing
Manipulative Materials
Blocks
Blocks
Door

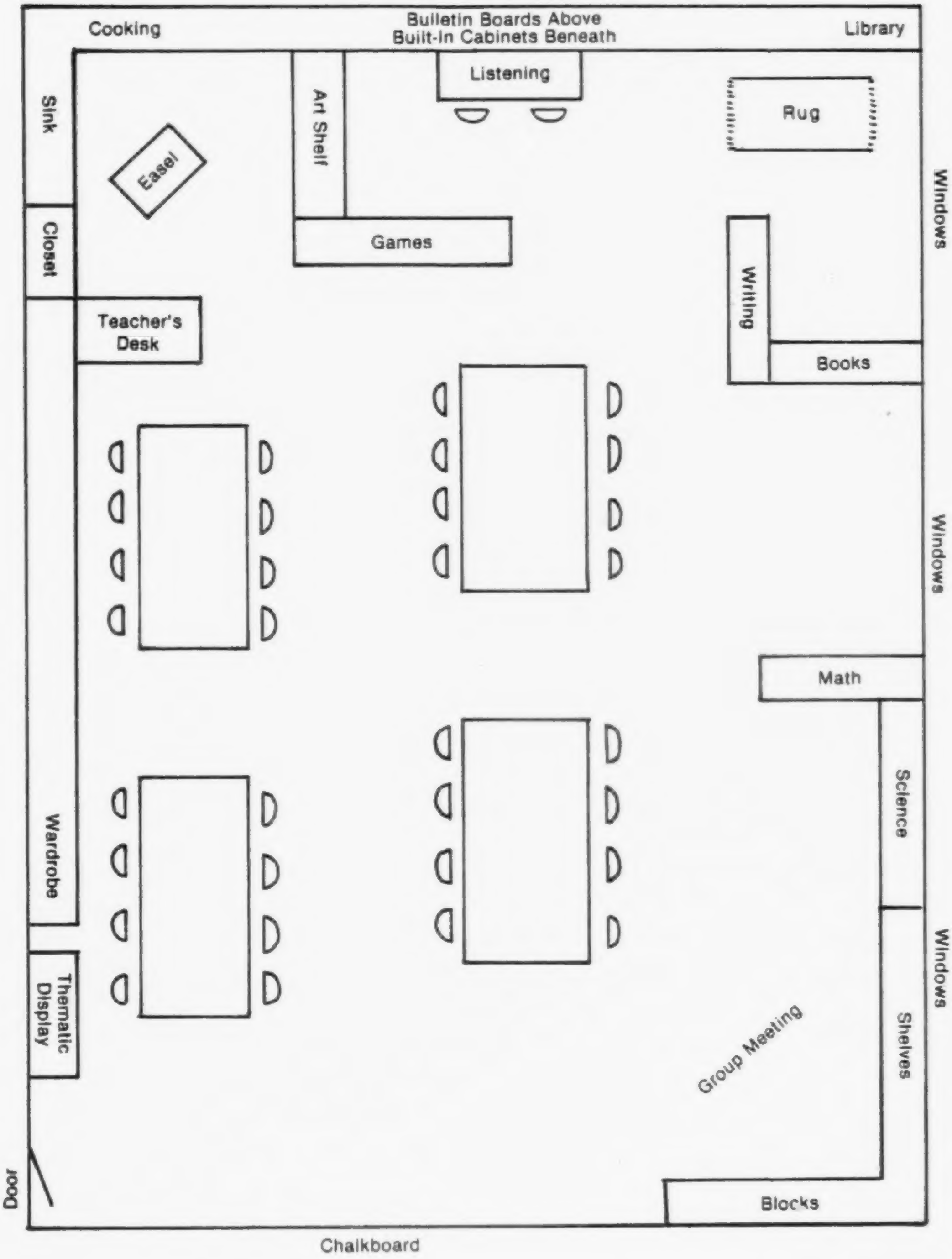
This is a floor plan that reflects a more traditional classroom. It provides for two large groups, a smaller group and a few learning centers.

Floor Plan #2


Built-In Cabinets — Bulletin Boards
Group Meetings
Sink Storage
Easel
Teacher's Desk
Closet
Teacher's Closet
Thematic Center
Blocks
Blocks
Windows
Mathematics
Children's Clothing
Science
Science Materials
Windows
Manipulatives
Writing Materials
Library
Books
Door
Listening
Chalkboard

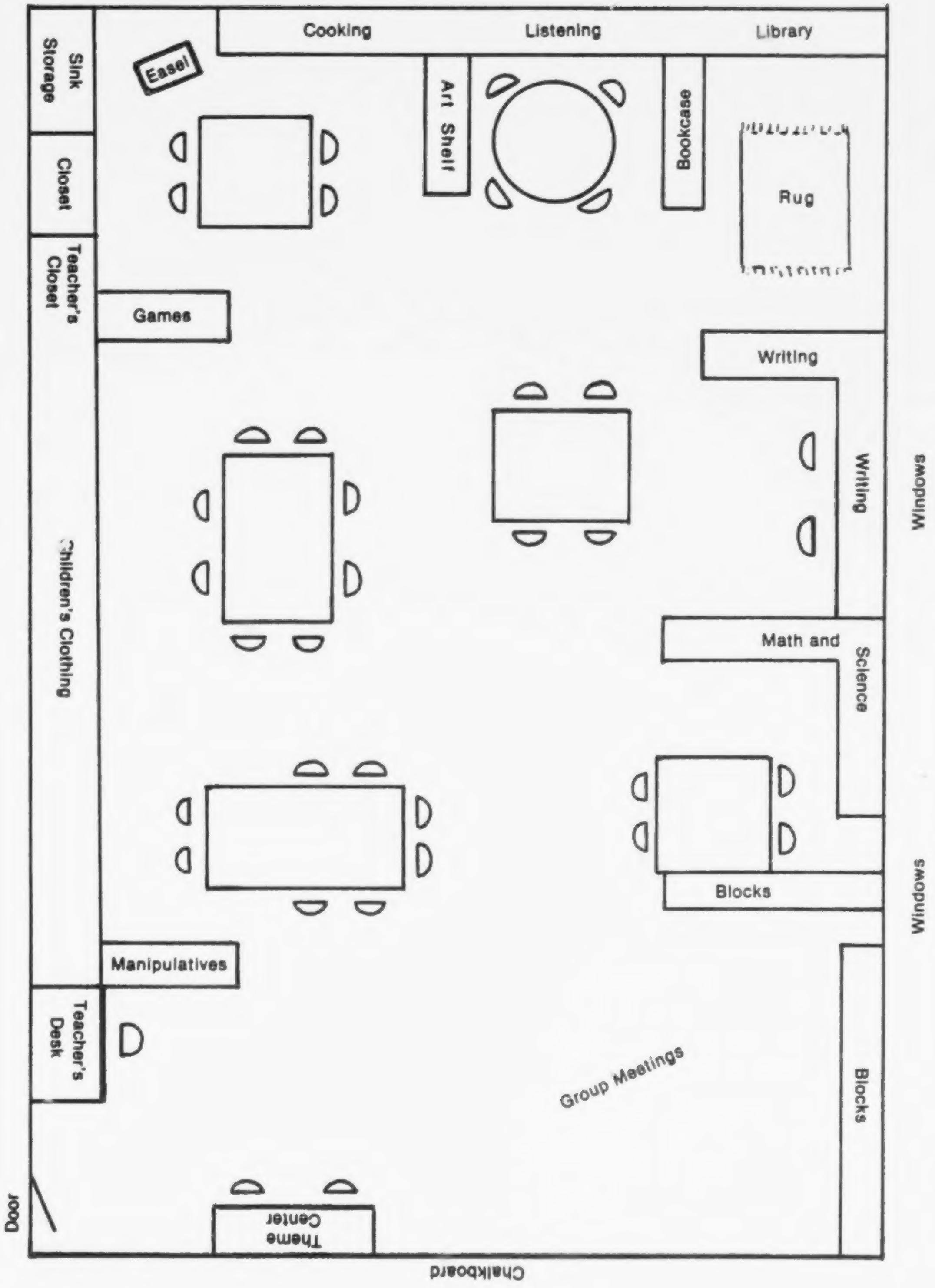
This is a floor plan that provides for three large groups and a few learning centers.

Floor Plan #3


Cooking
Bulletin Boards Above
Built-In Cabinets Beneath
Library
Sink
Easel
Art Shelf
Listening
Rug
Windows
Closet
Games
Writing
Teacher's Desk
Books
Windows
Math
Science
Wardrobe
Windows
Thematic Display
Shelves
Group Meeting
Door
Blocks
Chalkboard

This is a floor plan that provides for four large groups and additional learning centers.

Floor Plan #4


Sink Storage
Easel
Cooking
Listening
Library
Art Shelf
Bookcase
Rug
Closet
Teacher's Closet
Games
Writing
Writing
Windows
Children's Clothing
Math and Science
Blocks
Windows
Manipulatives
Teacher's Desk
Group Meetings
Blocks
Door
Theme Center
Chalkboard

This is a floor plan that reflects an open classroom approach.

Learning Centers

The program in first grade should provide for the following:

- hands-on/discovery experiences
- activities that range in level of difficulty
- materials used to teach, reinforce, or enrich skills
- activities that emphasize program goals and objectives
- development of thinking and problem-solving abilities
- sharing and cooperation
- divergent thinking/open-ended activities
- opportunities for self-checking
- chances to make choices

To facilitate the program objectives in the first grade, a learning center approach is used. The learning-center approach allows children to be active participants in their own learning. Children are able to manipulate materials and learn through discovery at individual rates and ability levels. The teacher structures the environment, sets up the centers, and keeps track of the children's progress.

Types of Centers

A learning center is a physical area of the room set aside for specific activities, not for busywork. Learning centers in the first grade can include:

- Library/Reading
- Writing
- Art
- Block building
- Mathematics
- Science
- Manipulatives/Games
- Listening
- Music and Dramatics
- Social Studies

An interest center is a collection of activities that focus on a particular theme. For example, if the theme is "Brushes," a table can be set up with a variety of brushes for children to explore and discuss. A learning center, as described above, can also be an interest center. A theme on "Numbers Around Us" can be developed in the math center. The teacher should determine the purpose of each center in advance. Purposes for establishing centers include:

- skills reinforcement
- teaching a new skill
- diagnosis
- research
- enrichment
- review
- games
- independent study

At different times the same center may serve any or all of the purposes listed above.

Developing Centers

Centers can be built around the interests of the children, direct experiences such as field trips, or themes. Knowing how and when to expand on an experience is the job of the teacher. An interest inventory can be used to assess children's interests and plan topics to be covered during the year. Children list five or six topics they would like to learn more about. The teacher reviews their choices, selects topics, and collects books, objects, pictures, and other resources to be used in the center. If appropriate, a letter can be sent requesting materials from home.

The teacher decides on the number of centers and the curriculum areas they will involve. Then the teacher designates areas of the room and arranges furniture appropriate for each center. All of the charts, materials, games, worksheets, and task cards needed for the area are placed there. Organization of the centers is important. Centers are labeled and so are materials. Directions are included when necessary. Routines are established so children know how and when to use the centers. The teacher introduces activities and gives directions on the use of materials.

Center Use

Children use centers according to guidelines set up by the teacher. They can be used by children who finish assigned work quickly, for group/committee work, at a particular time during the day, or on a continuous basis. Before assigning children to a center the teacher should consider their reading and writing skills and their ability to work independently.

The learning centers and interest centers can be used in different ways. Children can use the centers to do independent study projects or work on individual assignments. They can use the centers to work on follow-up projects after a teacher-directed instructional activity, or to do enrichment activities. Most center activities will be self-selected.

It is a good idea for the teacher to develop a center checklist. Included on the list are:

- skills and concepts to be learned
- multilevel activities
- materials needed
- resources for materials and ideas
- library books, poems to be used
- songs, records
- special equipment/multimedia
- visual aids
- attractive and creative bulletin-board displays
- supplies needed from home

- items to be remembered by the teacher
- projects to be done
- a system of recordkeeping
- a method of evaluating learning

After introducing learning centers to children and using them for a while, the teacher should assess the attitudes of the children. Is there high interest in activities? Which activities need to be revised? Are children happy to choose their own work? Are they willing to evaluate their own work? Do children feel successful? The attitudes of the children will be measures of the success of the program.

The Teacher's Role in Learning Centers

The use of learning centers in a classroom requires teachers and children to shift from their traditional roles. The teacher guides the children in the learning environment by being supportive and by expressing respect for each child. This relationship between teacher and child has a great influence on the child's creativity. Children feel secure in an environment in which individual styles are appreciated and success is measured by individual efforts. Each child should leave school every day with a feeling of success.

The teacher's interactions with the children, as well as the children's interactions with each other, are essential to the success of learning centers.

The teacher assists, encourages, observes, participates, and takes advantage of opportunities to expand thinking and extend skills. The teacher moves among the children rather than standing or sitting in a permanent place. While the children work, the teacher meets with small groups of children to individualize plans and provide opportunities for independent or small group work that encourages divergent thinking.

The teacher introduces the center and some of the activities. Materials are demonstrated and their care emphasized. Vocabulary connected with a work center is taught, and activities are demonstrated. The teacher prepares tools and materials needed for a new center and collects resources that pertain to the skills being developed. The teacher keeps records, monitors activities, evaluates children's learning, helps children create their own activities, and gives teacher-directed lessons at the center to large or small groups of children.

Before center time, the teacher plans a class meeting to discuss the day's events, introduces a new theme, and/or provides sign-up time for center work. After center time, a discussion period gives children time to talk about observations or discoveries they have made. Children discuss how they participated in the center and the teacher provides opportunities for sharing products and processes.

During center time the teacher needs to encourage spontaneous expression by asking a variety of provocative questions. The teacher walks around the room choosing a time that seems appropriate to intervene and ask questions that present alternatives for activities, thinking, or expression, i.e., " What else could you do to show this?" or "How does this work?"

Teachers can introduce parents to the learning-center program and to the concepts being taught at each center through newsletters. Progress can be shown by sending home scrapbooks or completed work. Parents with appropriate expertise can be invited to serve as a resource to the class.

The teacher maintains order and organization in the classroom and, at the same time, gives the children a feeling of security and acceptance. The room environment is kept consistent for long periods of time so that children can become secure in the use of materials and equipment. The teacher should frequently review the rules for using centers.

The teacher is a role model, facilitator, leader, planner, and manager. The atmosphere created by the teacher is part of the "hidden curriculum" that has an effect on all learning.

Materials for Learning Centers

Learning centers are vehicles for presenting a wide variety of materials related to a given topic. Before a center is introduced, the teacher will need to collect the necessary equipment, i.e., materials, books, games, and pictures related to the topic.

Children can be involved in selecting and acquiring resource materials. The teacher identifies the themes with the children, that will be covered during the year. Then, boxes or large envelopes are labeled with these themes, and children are told what materials to bring in. As materials are brought to school, they are labeled, identified, and placed in the appropriate boxes. The teacher sets up the center with the acquired materials and organizes them in an attractive way. Task cards are added to complete the center.

Materials can be teacher-made or commercially prepared, as long as they provide for the needs of the children. The teacher introduces the materials and equipment to the children and plans the storage and display of materials in each center. Materials that can be used independently should be easily accessible to the children and arranged in an orderly and attractive fashion. Materials should be clearly labeled, durable, inviting, and easy to put up and take down so that displays can be changed often. Labels on shelves help children learn where they can find and return the materials they use. Small, flat boxes can be used for storage and can be stacked on top of one another or underneath tables. Partitioned boxes or plastic dish pans are good for storing file folders. A good storage system facilitates clean-up routines, which should be written and displayed. The care of materials and general appearance of the classroom are responsibilities of the children as well as the teacher.

Children should be encouraged to do as much as possible by themselves and care for their own needs when they are able. A cubby or a shelf with the child's name or picture can provide a private storage space for personal belongings.

Computers in the Classroom

A computer learning center is a valuable addition to the first grade classroom. The potential for using computers in first grade classrooms is as limitless as a child's imagination. Computers are tools--another way to expand childrens' learning and to fire their imaginations.

The first grade computer program uses Logo to introduce children to the computer as a problem-solving tool. Rooted in the philosophy of Jean Piaget, Logo provides children with an easy and a natural access to the full powers of the computer. Through this simple, yet powerful, computer language, children are in control of the computer and of their own learning from the first day. Children are free to pose, to explore, and to solve problems of their own choice in an intrinsically motivating medium.

Acting as programmers, children instruct the computer to perform certain tasks. This is done by manipulating a concrete model, called a turtle. As the children direct the turtle's movements, they begin to internalize concepts of directionality, size, shape, and relative position. They create original designs and draw specific shapes. They begin to write procedures and use inputs. They learn about "sprites." Sprites are animated shapes that appear on the screen. The children can create them, change them and move them around. They can be shapes such as elephants, people or airplanes. As all of these concepts are internalized, mathematical skills develop in a very natural way.

The most powerful impact of this computer language, however, has been in fostering language development. Logo encourages children to speak, listen, and solve problems together. In addition to the obvious social interaction, Logo provides an opportunity for children to examine their own thinking processes in an open and nonthreatening atmosphere. Logo helps children use the computer to its fullest potential--as a tool for problem-solving.

The first and second grade Logo curriculum is composed of eighteen modules. These are contained in the guide Computer Literacy: Elementary Level. They are listed by topic with performance objectives and lesson directions. Even without computers, teachers can use many of the activities to reinforce verbal, mathematical, and computer concepts.

The teacher should survey the class to see how many children have had prior experience with Logo. For those who have not had this experience, the teacher might use some of the activities in the kindergarten section of the guide. The kindergarten modules are organized into three strands.

- Strand 1 is composed of physical activities, for example, playing "Follow the Leader." A computer is not necessary for this strand.

- Strand 2 consists of guided explorations of the turtle's movements on the computer.

- Strand 3 contains the most creative aspect of exploring with a computer, that is, problem-solving techniques.

The first and second grade modules are sequential and designed for use over an extended period of time. Children should be allowed to proceed at their own pace and at an appropriate developmental level. Concept formation is based on a variety of activities, and time is needed to explore these activities fully.

Performance objectives for first and second grade include:

- listing common uses for computers
- identifying parts of a computer
- using a computer
- using computer terms
- identifying and using letters, numbers, and characters on a keyboard
- identifying and using special function keys
- developing facility in using a computer keyboard
- demonstrating proper care of hardware and software
- turning the computer on and off
- loading and saving a program
- operating peripherals (for example, a printer)
- developing a course of action prior to writing a program
- using problem-solving strategies in a program
- explaining and correcting simple error messages
- using editing procedures to correct programs
- understanding and using directionality
- creating designs
- understanding concepts of size, shape, angle, and spatial relationships
- drawing specific shapes
- writing procedures
- using single and multiple inputs
- using recursion
- listing the properties of sprites
- using sprites in procedures
- explaining and using titles and characters
- using the list processing capability to write text

The following illustrate the kinds of activities to be found in Computer Literacy: Elementary Level.

Sample Activities:

- Play the "Turtle Hunt" game using the commands FORWARD, BACK, LEFT, and RIGHT. Hide a cardboard "turtle" in the classroom. Direct the searching students toward the hidden object using commands, for example: "Move 3 steps FORWARD. Move 5 steps RIGHT. Move 1 step BACK."

- Outline a maze on the floor using masking tape or chalk. Have students take turns guiding each other through the maze using the commands FORWARD, BACK, LEFT, and RIGHT. Using graph paper, students can create their own mazes, and then ask friends to guide the turtle through the maze. Students can write down the commands.

- Play "Turtle Walk." One student is the programmer while another is the turtle. The programmer gives verbal commands indicating the direction and the number of paces for the turtle to walk, i.e., FORWARD 5, BACK 2. The turtle follows the commands. A third child follows the turtle, marking the floor with masking tape or chalk. This represents the turtle's tracks. Experiment with tracks of varying lengths.

- Play "Logo Show 'n' Tell." Have students experiment with making pictures or designs of their choice from the shapes they can create on the computer (squares, rectangles, triangles). They can record their work on paper and then add color to them. Permit time for students to share their drawings and designs with the class, and have them explain how they made them.

- Have students pretend they are sprites. Ask them to write stories about themselves, explaining who they are, what shape they take, what color they are, and how fast they move around the computer screen. Students can draw pictures to go with their stories. Allow students time to read their stories aloud to the class. Then, on the monitor (computer screen), children can create the sprites they have designed.

Management of Centers

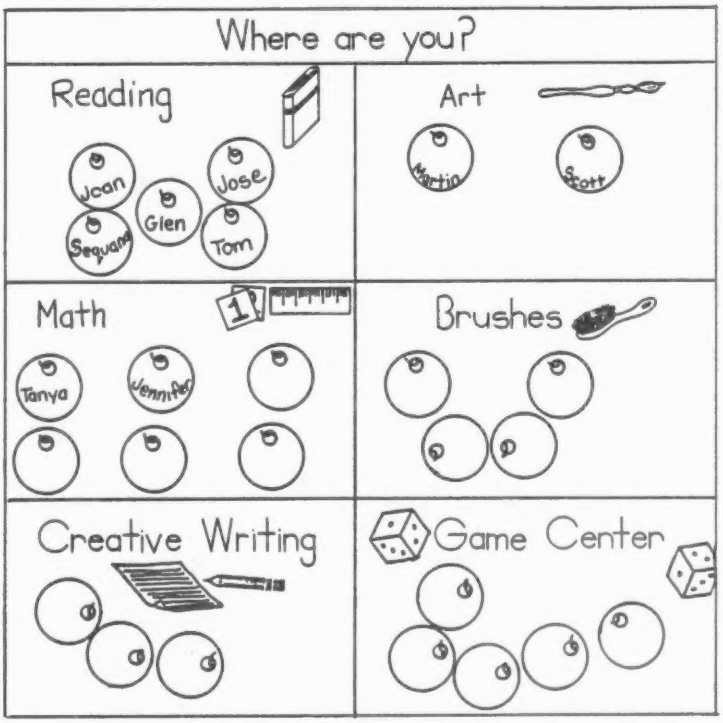
To be successful, centers require planning and organization. The teacher chooses the way the centers are to be managed and how often they are to be used by the children, taking into consideration the individual needs of each child and curriculum requirements. The teacher and children need to feel comfortable with the plan chosen.

There are many ways to manage learning centers. The teacher can start the work period with a class meeting where the schedule for the day or week will be made. This may be written on chart paper, put on a flannel board, or listed on the chalkboard.

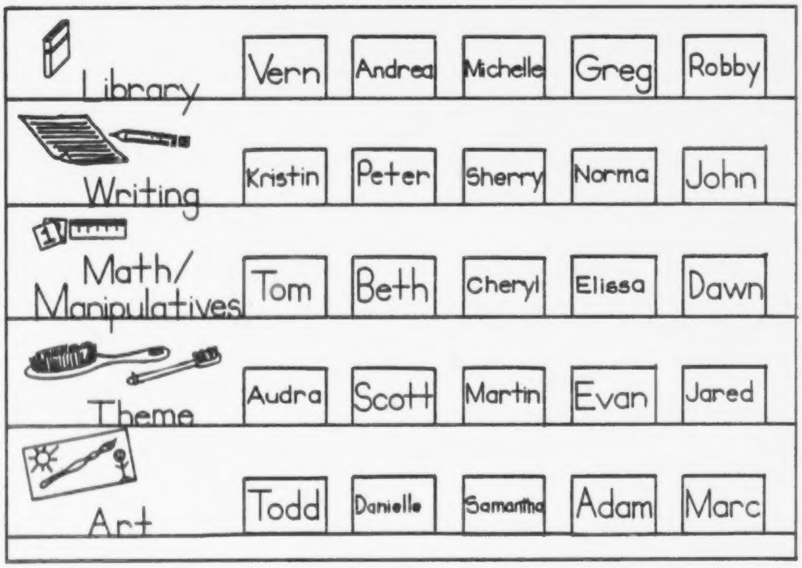
Centers are first established around the room and labeled for identification. The management plan chosen for learning centers should include a procedure for children to select an experience, alternative experiences for children to choose from, and a method by which numbers of children and time slots are organized.

Children need to be taught the procedures related to working in learning centers. Accepting responsibility, setting time limits, and following directions are skills to be emphasized, especially if the learning center is a new mode of instruction.

The teacher can design a device for children to record their choices for the day. If a free-choice approach is being used, the teacher may decide to give the children opportunities to move from center to center on their own. Children check in and out using a pegboard and hanging tags.

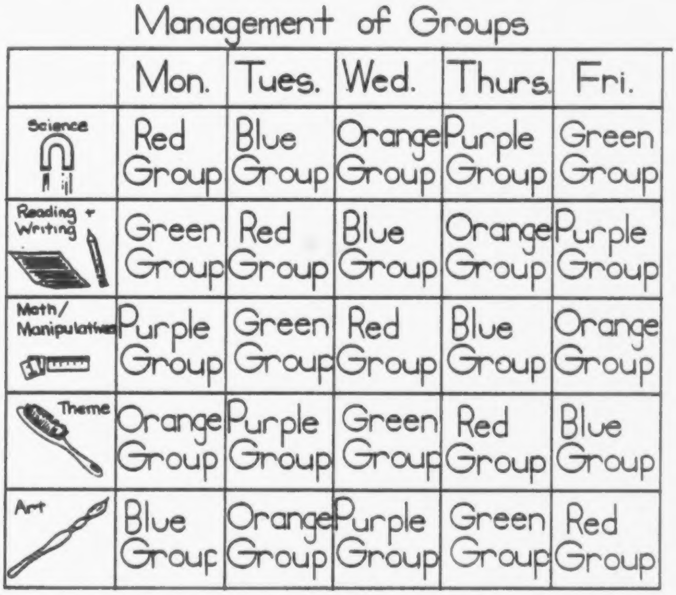


A pocket chart is useful for rotational scheduling as well as free choice scheduling. The cards can be rotated easily and group makeup can be altered if desired.



Library	Vern	Andrea	Michelle	Greg	Robby
Writing	Kristin	Peter	Sherry	Norma	John
Math/ Manipulatives	Tom	Beth	Cheryl	Elissa	Dawn
Theme	Audra	Scott	Martin	Evan	Jared
Art	Todd	Danielle	Samantha	Adam	Marc

A rotational system is good to use when learning centers are first introduced. It provides for some structure in the learning-center approach. The teacher divides the class into small groups of children who will work together and then rotate to different centers in a fixed pattern. A flowchart is kept to insure that children have a variety of experiences during the week. The chart should be easy for the children to follow and include pictures or colors for easy identification. For easy reference, the teacher can list the names of the children in each group somewhere in the room. The teacher can review the schedule with the children and signal when to change from one activity to another. This type of chart will do away with much paperwork.



Management of Groups

	Mon.	Tues.	Wed.	Thurs.	Fri.
Science	Red Group	Blue Group	Orange Group	Purple Group	Green Group
Reading + Writing	Green Group	Red Group	Blue Group	Orange Group	Purple Group
Math/ Manipulatives	Purple Group	Green Group	Red Group	Blue Group	Orange Group
Theme	Orange Group	Purple Group	Green Group	Red Group	Blue Group
Art	Blue Group	Orange Group	Purple Group	Green Group	Red Group

The teacher can put colored circles next to the color words for easy identification by beginning readers.

Recordkeeping

Classroom management is an essential factor in any classroom, and teachers will want to monitor activities in the learning centers. Initially, teachers should keep track of the work children do and traffic flow to and from centers. A simple checklist at each center can give the teacher a quick picture of its use.

(Name of Center Goes Here)

I worked here today

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

A tally of center use shows which centers are chosen repeatedly by the same children. Those children may need direction in making their choices in the future. The tally provides the teacher with information on student preferences and may be useful in setting up new centers. For children who are reluctant, the choice chart helps them make a conscious choice about what area they want to use. Materials can be placed on tables and children invited to sit down and explore.

TALLY FOR SEPTEMBER

Name	Science	Theme	Math	Writing	Reading Listening
Sequana	|||	𝍸|	||		
Kimberly	𝍸	|||	𝍸		||||
Marlon	|||		|	𝍸|	||
George	𝍸	|	||||	||||	|

Evaluation of individual and group activities is necessary, and the teacher should develop a system for recording this information. Evaluation can be done informally by observing, listening, and questioning as well as through individual conferences and tests. Evaluation should be continuous so that the teacher is aware of the progress that each child is making.

Records should be easy to keep, and can be made in a notebook or on index cards. Checklists can be made quickly and easily by preparing a sheet of paper with children's names printed down the left-hand side and skills, needs, or interests listed across the top. For example:.

Name	Counts to 9	Sets to 9	Knows number words
Nicole	✓	✓	✗
Carla	✓	✓	
Edwin	✓	✗	
George	✓	✓	✓
Sequana	✗		

Key
✓ knows concept
✗ needs assistance

The checklists can be used to gather information which is later compiled and put on children's records and/or progress sheets. These records may be used as a basis for parent conferences. Each child's work can be collected and stored in a manila folder and evaluated periodically. An evaluation center, where the children's progress is evaluated through tasks, may also provide useful information.

Children should be encouraged to evaluate the centers and their own work. This develops independence and personal responsibility for learning. Children can share their work with classmates, who can also help in evaluation.

Evaluating Learning Centers

Teachers who develop learning centers are concerned about their effectiveness. Teachers should be aware of children's comments about centers and how often they are being used. The teacher can provide a checklist for children to fill out, and use the results to make necessary improvements in future centers.

SAMPLE RATING SHEET

Is the center appealing?
Is the center usable?
Are the children on task? interested?
Are children working carefully?
Are children enjoying the activity?
Are there enough choices for children?
Are there various levels of difficulty?
Are specific skills developed?
Are there clearly defined guidelines for work at the center?

SUGGESTED EQUIPMENT AND SUPPLIES FOR FIRST GRADE CLASSROOMS

These suggested materials are listed according to curriculum areas and/or learning centers. However, many of the items can be used to develop skills in more than one area. For example, a pan-balance scale can be found in both the science center and the mathematics center. This list can be amended and expanded as needed throughout the year.

While every class may not have every item listed, this list of suggested materials is a guide for teachers and supervisors in planning for the instructional program. Many of the materials are common household items, such as soap, sponges, paper towels, socks, paper bags, etc. These may be obtained through a variety of sources at minimal or no expense. Other materials will need to be purchased from vendors.

Basic Equipment

child-sized tables/desks, chairs
clock
broom, dustpan, mop
pegboard room dividers
storage shelves
storage cabinets
bulletin boards

Communication Arts

alphabet letters: upper and lower case
perceptual materials for visual discrimination of shapes, colors, textures, sizes
names, signs, labels
following directions games
puppets, story accessories
flannel-board stories, letters
classification materials
memory and matching games
puzzles: word and picture
synonym, homonym puzzles
sequencing pictures
card and word games
lotto games
experience charts
letter puzzles
link letters
sentence strips
rhyming puzzles
alphabet books
initial consonant games

Writing Center

chalk, slates, erasers
various sizes of paper: lined and unlined
teacher-made blank books in various shapes
rubber-stamp alphabet
stamp pad
wallpaper and cardboard for bookcovers
display cards for manuscript and/or cursive letters
colored pencils
picture dictionaries
letter-tracing stencils
word cards
scissors
writing box: ideas and suggestions
magazines, newspapers
envelopes: small and large
magic slates
magic markers
black crayons
alphabet books
name cards
class lists
picture box
construction paper
pens, pencils

Library

- paperback books: 4 copies of each book
- books on a variety of topics with various reading levels
- library cards for children to borrow books
- alphabet books
- child-made books
- reference books
- easy-to-read trade books
- picture dictionaries
- round table and chairs, rug
- literature-related posters
- display unit
- poetry books
- picture file
- books without words
- magazines, newspapers
- accessible shelving

Mathematics

- abacus (counting frame): shape/color abacus
- clocks, 12" cardboard clock dial
- sets of picture, number, and numeral cards
- scales: pan-balance, spring
- weights for scales
- liquid measures: cups, pints, quarts, spoons, containers, funnels
- categorizing materials: buttons, screws
- number line: desk/walk-on
- fractional parts
- tangrams
- calendar
- number games: bingo, lotto
- rulers, tape measure
- metric measuring equipment
- pegboards, pegs
- unit stacker
- colored cubes
- nonstandard measuring devices
- sorting trays
- pattern cards
- unifix cubes
- play money
- geometric figures
- Cuisenaire rods
- dominoes: various kinds
- beads, string
- attribute blocks
- objects for counting: bottle caps, sticks

Science

- magnifying glasses
- magnets, iron objects
- natural materials: rocks, leaves, insects, shells
- soil, sand, stones, fossils
- exhibits: posters, pictures, resource books
- rubber bands
- mechanical toys
- thermometers
- animals, cages, bowls
- cheesecloth, screening
- pulleys, egg timer, weights
- seeds, bulbs
- weather chart
- containers of various sizes and shapes
- tuning fork
- insect cages
- terrarium plants
- gardening materials
- prisms, gears
- aquarium, aquarium supplies
- balloons
- "odds and ends" box: whistles, magnetic games

Music

- rhythm sticks (10)
- tambourines (4)
- jingle clogs (2)
- pegboard for storing instruments
- wood blocks (2)
- cymbals (2)
- drums (3)
- records
- record player
- sand block (2)
- triangles (3)
- triple bells (3)
- xylophone
- tuning fork

Art Materials

- materials for making puppets: socks, mittens, trimmings
- clear bags or boxes for storage
- individual water-color sets
- water: sink or basin
- tissue paper/crepe paper
- paper bags
- wallpaper samples
- paper towels
- sewing materials
- colored shapes
- collage materials: string, styrofoam
- burlap
- easel clips
- paint containers
- tempera paint
- crayons, markers
- manila paper
- construction paper
- clay boards, crock
- plasticene
- plates, cups
- felt pieces
- sponges, cleanser/soap
- dixie mesh
- easel
- smocks
- brushes
- newsprint
- craypas
- scissors
- moist clay
- paste, glue
- design blocks for tracing
- pipe cleaners
- straws
- drying rack/line
- newspaper/oilcloth

Listening Center

- books with records/tapes
- connection box, earphones
- blank 15-minute tapes
- cassettes
- tape recorder
- records/tapes
- filmstrip projector for a small group
- record player
- filmstrips
- story books

Health and Physical Education

- hoops in 3 sizes
- food-group charts
- Snellen chart
- scarves for movement and rhythm
- balls
- soap, water, paper towels
- records of song plays and dances
- beanbags
- scale, yardstick
- ropes
- chalk

Table Top/Manipulative Materials

- colored wooden connecting cubes
- Constructo toys
- puzzles
- Tinkertoys
- colored blocks
- mosaics
- Legos
- Lincoln Logs
- parquetry blocks

Block Area

- unit blocks
- boats
- pictures and books related to theme
- signs
- people figures
- construction paper, crayons/markers for making signs
- trucks, cars
- animal figures

Using Recycled Materials in the Classroom

This is the first commandment of early childhood teachers: Thou shalt not throw anything away!

In addition to materials which can be purchased for the first grade program, the teacher can collect various common materials and recycle them for instructional purposes. The list below describes many of these materials and their possible uses.

A. Food Boxes and Labels

1. Label Book--Paste well-known (and nutritionally sound) food labels into a book, using one page for each label. Invite children to identify each brand.

2. Groceries List--Cut out the front panels of food boxes. Punch a hole at the top of each panel, and attach several together. On a trip to the supermarket, have children match the labels to the shelf products.

3. Front Panels of Food Boxes--Laminate the front panels of food boxes with clear contact paper. The panels can be:
   - cut up and used as puzzles
   - used for tracing letters with softwax crayons
   - used as sewing cards. Punch holes around the edges and attach a long shoelace
   - used in the writing center

B. Shoe Boxes

1. Belongings Box--Have children paint and write their names to make personalized boxes for their belongings.

2. Collections Boxes--Use boxes to store collections for use in sorting and categorizing.

C. Old Clothing

1. Collages--Cut up interesting textures for pasting.

2. Tactile Matching Game--Cut out sets of matching 8" squares (the fabrics should differ in texture). Make two piles. Have children try to match the sets while blindfolded.

3. Dancing Props--Cut lightweight fabric into 12" squares. Put a record on and invite children to make the material dance.

D. Wallpaper Sample Books

1. Floormats--Machine sew two sheets of heavy washable wallcovering together. Use layers of newspaper as stuffing. Ask parent volunteers to assist in making the floormats.

2. Placemats--Use one sheet of washable wallcovering. With indelible marker, print the child's name in the righthand corner. Use the placemats for parties and snacks.

3. Collages--Use scraps of wallpaper for collage activities.

4. Aesthetic Appreciation--To expand vocabulary, have children touch, view, and discuss wallpaper patterns.

E. Large Fruit Cans (from the school lunchroom. Wash the cans well and check to be sure they have smooth rims.)

1. Toy Containers--Label each container with the name of a toy.

2. Gifts--Have children cover the cans with fabric, wallpaper, or paint.

3. Paint Caddy--Put three small paint containers and brushes inside a large can to prevent spills during table or floor painting.

F. Cardboard Trays (from the lunchroom)

1. Sorting Game--Have children follow the teacher's directions to arrange small articles in the trays according to size, shape, and color.

2. Touching Trays--Have individuals select items that represent different tactile categories (e.g., soft cotton ball, hard wood, sticky paper, rough sandpaper, smooth satin). Have children paste their own sets on the trays.

G. Egg Cartons

1. Arts and Crafts--Have children combine egg carton sections to create baskets, flowers, and animals.

H. Materials for Creating Puppets

socks
mittens
trimmings
wallpaper samples
felt pieces
paper bags
paper plates
string

I. Objects for Sorting and Categorizing

bottle caps
sticks
shells
buttons
stones

J. Materials for Homemade Instruments

cigar boxes
rubber bands
bottles
glasses
combs
cereal boxes
sandpaper
aluminum pie pans
wooden blocks
coffee cans
styrofoam

K. Additional Collage Materials

acetate (colored)
acorns
aluminum foil
assorted hardware

balsa wood
bamboo
bark
basket reeds
beads
belts
bias tape
blotter paper
bobby pins
bolts and nuts
bones
bottle caps
plastic bottles
boxes
braiding
broken toys
buckles
burlap
cancelled stamps
candles (used)
candy wrappers
cardboard scraps
cards (used gift and holiday)
carpet samples
cellophane
cellophane tape
chains
chalk
checkers
cigar wrappers
clock parts
clothespins
combs
confetti
construction paper scraps
contact paper
cord
corks
corn husks
cotton puffs
crepe paper
dice
dominoes
dried beans and peas
dried flowers and grasses
dried seeds

Easter grass
egg cartons
eggshells
elastic
emery boards
embroidery thread
erasers
eyelets

feathers
felt scraps
filters
fish tank gravel
fishing lures with hooks removed
florist's foil, foam, tape
flowers (artificial and dried)
fruit pits
fur scraps

gauze
glass beads
glitter
gold thread
gravel
gummed labels
gummed reinforcers

hair netting
hairpins
hair rollers

ice-cream sticks
inner tube scraps

junk of all kinds
jute

key rings
key tabs
keys

lace
leaves
lids
linoleum scraps

mailing tubes
marbles
masonite
meat trays (styrofoam or plastic)
mosquito netting
moss (dried)

newspapers
nut shells

oilcloth scraps
old costume jewelry
orange sticks
origami paper
ornaments

paper baking cups
paper clips
paper dots from computer paper
paper fasteners
paper products of all kinds
pillboxes
pinecones
pine needles
ping-pong balls
pipe cleaners
plastic bottles
plastic scraps

Q-tips
quills

raffia
recording tape
ribbons
rice
rickrack
rock salt
rocks
rope
rubber bands
rubber tubing

salt crystals
sandpaper
sawdust
scraps of cloth
scouring pads
seam binding
seashells
sequins
shoe laces
soap
sponges
spools
spray-can lids
stars (gummed)
straws (from brooms)
straws (drinking)
string
styrofoam

tape (masking and mystic)
telephone wire
threads
tiles
Tinkertoy parts
tissue-paper scraps
tongue depressors
toothbrushes
toothpicks
twigs
twine
typewriter ribbon spools

wallpaper samples
washers
weeds
wood scraps
wood shavings
wooden beads
wooden dowels
wooden wheels

yarns

zippers

Checklist for Classroom Learning Environment

The Room

______ Does the appearance of the room reflect a sense of functional arrangement and orderliness?

______ Is the room aesthetically pleasing?

______ Is the room interesting and inviting?

______ Is the room well ventilated?

______ Is the room divided into clearly defined learning centers?

______ Is there a quiet area children may use?

______ Is furniture arranged to fit children's needs?

______ Are there open lanes to travel from center to center?

______ Can the furniture be moved easily to meet the needs of an activity? (games, rhythms)

______ Is there an area of the room for group meetings or large group instruction?

______ Are desks and/or tables arranged in groups?

______ Is there a place to put completed work?

______ Are bulletin boards current, functional, and at children's eye level? Is children's work displayed and changed frequently?

______ Are there opportunities for reading around the room? Are pictures/charts attractive and at children's eye level? Is the writing on charts and labels clear and legible?

______ Is there access to a water source, and child-sized restroom facilities?

______ Is there a place for drying paintings?

______ Is there a writing area stocked with paper, pencils, dictionaries, typewriter?

______ Is there a library center with a sufficient number of books and chairs, cushions or rugs?

______ Is there a center focused on the current theme?

Materials

______ Do children know where the materials are kept?

______ Is there adequate storage for all materials?

______ Is there convenient access to materials?

______ Is equipment kept clean and are broken items discarded?

______ Do the children know the uses of each object in the area?

______ Are directions posted?

______ Are there materials available for creative activities such as boxes, buttons, scrap material, wood?

______ Are reference materials available to extend learning developed in a particular area?

______ Does the room have live plants and/or pets?

______ Is there a variety of types of books, tapes, records, film strips?

______ Are materials and visual aids changed often to maintain interest?

______ Are materials provided for individualized work?

______ Is there a variety of hands-on experiences available?

______ Are there clean-up materials such as sponges, paper towels?

______ Are there seasonal interests for children to observe?

______ Are there materials for music and rhythmic experiences?

THE EXTENDED LEARNING ENVIRONMENT

Children in the early years of school learn best through concrete experiences which afford many opportunities to observe, explore, and discover. Learning through concrete experiences begins in infancy. In the first grade these experiences are extended in a skillfully designed classroom and in the community.

Trips are planned learning experiences that enrich the curriculum because children are given a firsthand view of the world. Through trips, children have opportunities to use their senses, note details, express their ideas, and sharpen their observational skills. Trips introduce new vocabulary and are a good resource for materials and information. Trips are both enjoyable and educationally worthwhile. Resource centers around the country are revising their philosophies to give children opportunities to participate in activities, handle materials, and experience phenomena. At museums children are interacting with the environment. Zoos offer hands-on workshops. Through trips, children have many opportunities to clarify, express, reconstruct, and integrate their ideas.

Using the community as a classroom, children study about the people and places around them. They observe, they ask questions, and they begin to see relationships. In a manner appropriate to their age, they discover information about their immediate environment and how people live and work within it. Children gain an awareness of their interrelatedness and the sense that "I can manage myself in my world."*

Places to Go

The first grade child can learn in locations other than the classroom. The child must be aware that the world extends outside the confines of a four-walled room or a large brick building. In order to understand the "real world" the child must be exposed to educational resources such as: neighborhood and community facilities, cultural events, recreational facilities, museums, and zoos.

Specialized walks are a good way to begin. Children are asked to look for specific objects, e.g., animals. Once the children are back in the classroom, a list of animals can be generated. Initially, trips are taken around the school and the immediate area. The children learn to travel as a group, stay together, and follow directions. Visits to the school garden (if there is one), the custodian's office, the principal's office (on appointment), or the computer room, can be good beginning trips. Next, local visits such as to the firehouse, post office, or library are advisable. Then the teacher can plan bus trips out of the area, or community resources can be brought to the children. The same trip site can be visited more than once if there is further need or with a different focus in mind.

---

*Social Studies: The Weeksville School/Bank Street College Follow Through Program, Brooklyn, NY, 1978.

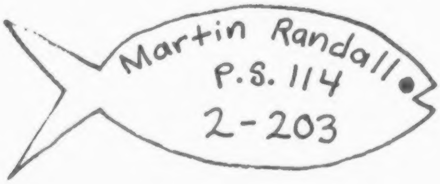
Trip Planning

Trips should be carefully planned and discussed with the children in advance. The teacher should tell the children the purpose of the visit and any information that will make them more familiar with the site or the trip schedule.

It is advisable for the teacher to make a pretrip visit without the children to see what route to take, which exhibits would interest the children, and what arrangements need to be made for guided tours or lunch.

Consent slips should be sent out in advance. It may be helpful to send a letter to parents explaining the purpose of the trip and pertinent information about transportation, lunch, spending money, and the trip schedule.

Each child should wear a tag with the child's full name, class, and school number. Children can design their own name tags after discussing the trip.



Arrangements should be made in advance with the lunchroom manager to either cancel lunches or provide bag lunches for children who eat lunch in school. Or, if appropriate, children can be reminded the day before the trip to bring their own bag lunches. First grade children get hungry early in the day so the teacher should provide for children to eat early during the trip.

Planning should be done well in advance of the trip. Reservations are usually needed. Many sites can provide a guided tour, a hands-on experience, or a workshop, if requested.

Transportation can usually be arranged through the District Office. If not, buses may be hired if funds are available. Transportation must be adequate and safe. Each child should have a seat on the bus and be taught proper bus conduct.

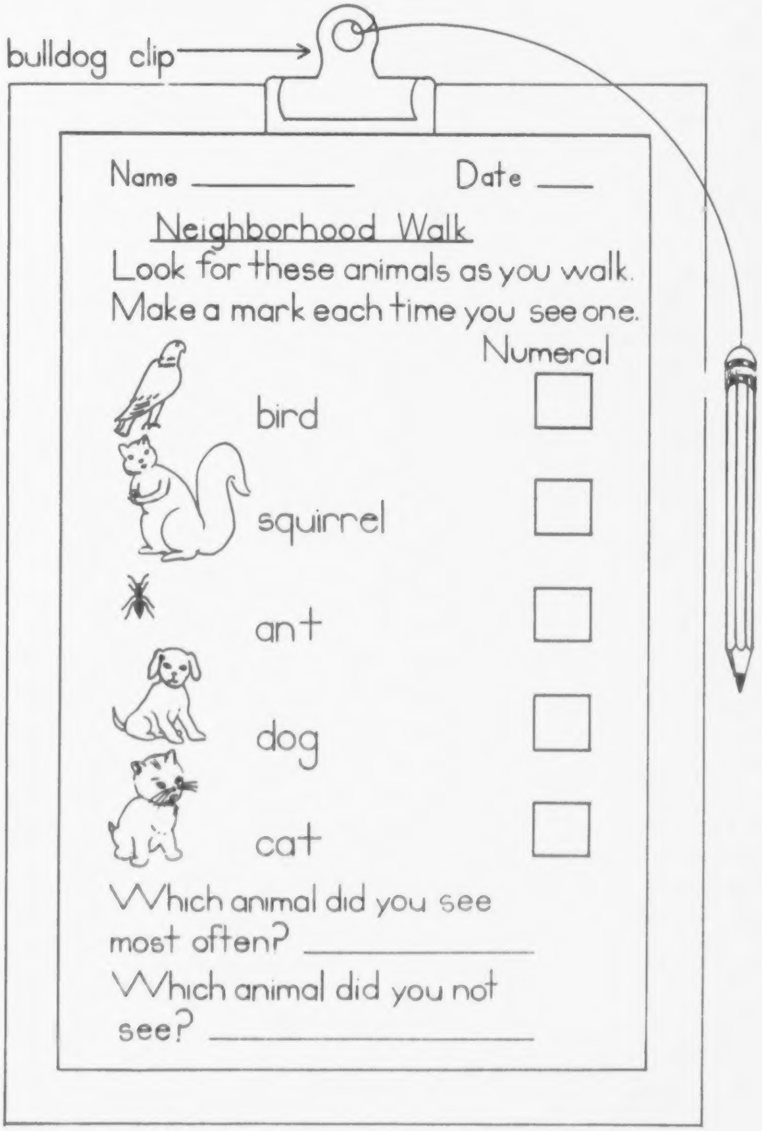
Adequate supervision can be provided by parent volunteers who assist the teacher on the trip. Parents need to be oriented in advance and assigned to a specific group of children for the day. The teacher should try to plan a ratio of at least one adult for every five children.

Before the trip, the teacher plans to have a discussion with the class. A map may be used to show where the class is going. Children discuss what will be seen or what they will be doing. The children can also be prepared for any new experiences. A discussion of expected trip behavior is appropriate at this time. Children can contribute their own expectation about how they should behave.

Pre- and Post-Trip Activities

Preparation for a trip can be done beforehand through discussion, books, pictures, or songs. In this way, children will become familiar with the vocabulary they will hear and the types of things they will see.

The use of "trip boards" can help children focus on specific aspects of the trip. A trip board may be a piece of cardboard to which paper has been attached. These should be prepared and distributed in advance. Children can be given a variety of assignments such as recording sights en route, looking for specific details, or drawing something of interest.



Name ____________ Date ____

Neighborhood Walk

Look for these animals as you walk.
Make a mark each time you see one.

	Numeral
bird	☐
squirrel	☐
ant	☐
dog	☐
cat	☐

Which animal did you see most often? ____________

Which animal did you not see? ____________

Name___________ Date_______

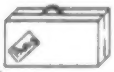
Airport Trip

Can you find these things?
Check them off as you see them.

☐ airplane

☐ people in uniforms

☐

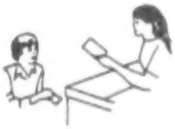


suitcase

☐

conveyor belt

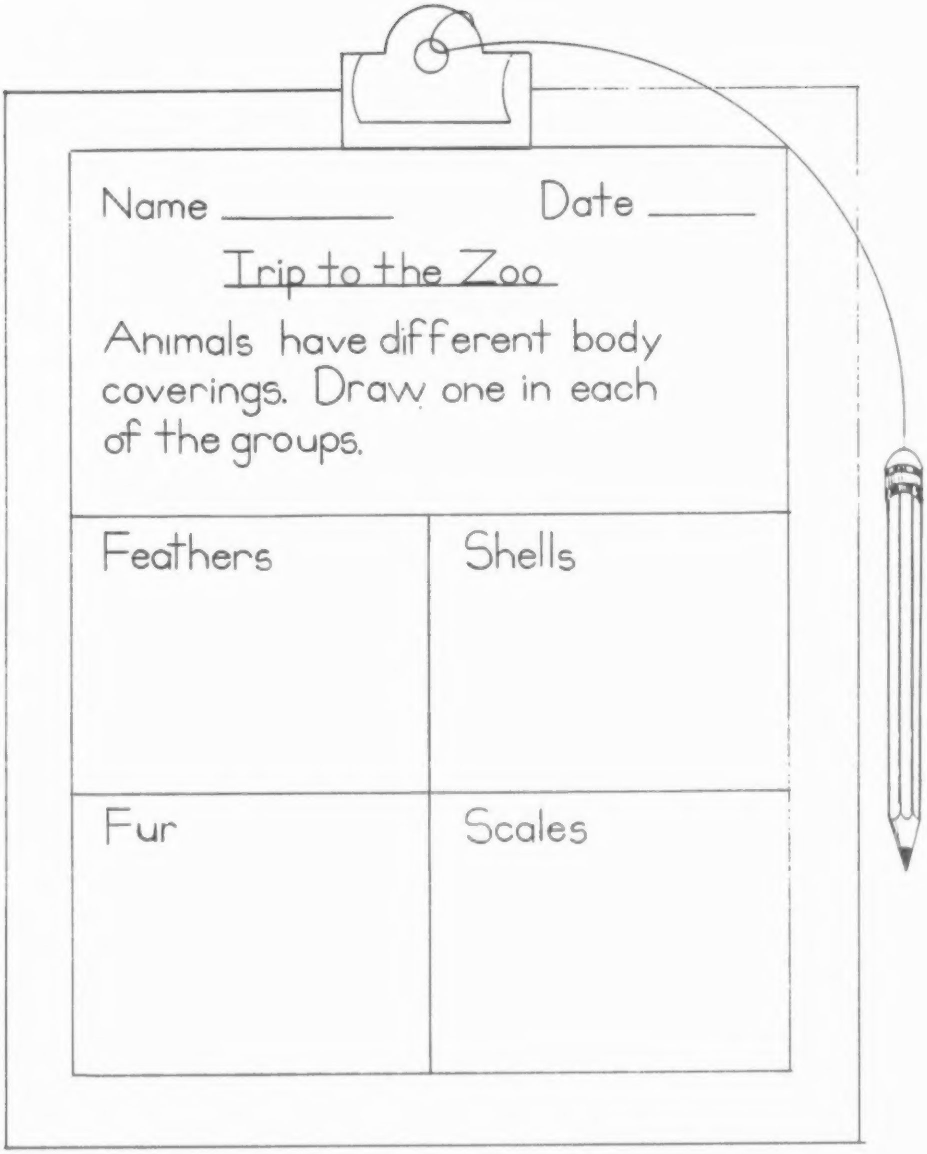
☐



☐

ticket counter waiting room

Draw a picture of something else you saw.



Name ________ Date ______

Trip to the Zoo

Animals have different body coverings. Draw one in each of the groups.

Feathers	Shells
Fur	Scales

Trip board information can be used for follow-up work in the classroom. Trip boards are an excellent source of material for oral, written, and art activities.

After the trip, children need opportunities to organize and clarify the data they have gathered. There are many activities that enable them to reconstruct, recreate, and process what they have learned. These activities should include:

Writing and Language Development:

- recording answers to questions on class charts
- writing an experience chart
- describing places or things viewed on the trip
- describing the trip, including the sequence of events, feelings on the bus, favorite parts of the trip
- tape-recording follow-up discussions
- dramatizing events from the trip in skits and plays
- writing captions for photographs taken on the trip
- sequencing photographs taken on the trip
- writing individual books about the trip, using photographs as illustrations
- sharing momentos
- reading books and viewing filmstrips and objects related to the trip

Art Media and Other Modes of Representation:

- painting
- building with blocks
- drawing
- woodworking
- cooking
- making dioramas
- making models
- painting group murals
- making maps
- modeling with clay
- making puppets or dolls
- singing songs and doing finger plays

Mathematics and Science

- collecting data
- graphing
- doing experiments
- collecting realia
- sorting and classifying
- categorizing
- counting
- using senses to make observations
- identifying numbers

Neighborhood Trips

Neighborhoods are a convenient and free source of experiences and information. Walking trips expose children to common and obvious phenomena that may never have been explained. The teacher encourages children's curiosity and problem-solving skills, e.g., "How are sidewalks made?" "Where do puddles come from?" "Where do they go?" Children can observe people in the community at a variety of work, service, and leisure activities.

1. Trips to local stores to make purchases and have conversations with salespeople who give services:

   - bakery
   - haircutting salon
   - fish store
   - supermarket
   - pet store
   - florist
   - shoemaker
   - bank
   - laundromat
   - butcher shop

2. Trips to community helpers' worksites:

   - the firehouse
   - the police station
   - the public library
   - the post office
   - the local legislators' offices
   - a construction site
   - a hospital or clinic
   - a doctor's or dentist's office
   - a manufacturing plant

3. Trips to see natural phenomena:

   - bays
   - marshes
   - the ocean
   - rivers
   - gardens
   - parks
   - backyards

4. Sights from the bus
    - road signs
    - bridges, tunnels
    - lights
    - people
    - cars
    - trees
    - buildings

5. Sights on walks around the block:
    - houses and buildings
    - trees
    - sidewalk
    - animals, e.g., ants, birds, dogs
    - cars
    - trucks
    - telephone poles, electric wires, pipes, sewers
    - print in the environment
    - things on the ground
    - things in the air

Suggested Trips

Animals

Bronx Zoo - Tel. 220-5131
Brooklyn Zoo - Tel. 965-6560
Central Park Children's Zoo - Tel. 360-8288
Flushing Meadow Zoo - Tel. 699-7239
High Rock Park Conservation Center - 987-6233
Jamaica Bay Wildlife Refuge - Tel. 474-0613
New York Aquarium - Tel. 266-8540
Prospect Park Children's Zoo - Tel. 965-6586
Staten Island--William Davis Wildlife Refuge - Tel. 727-1135
Staten Island Zoo - Tel. 442-3100

Gardens/Parks

Alley Pond Environmental Center - Tel. 229-4000
Alley Pond Park - Tel. 520-5371
Brooklyn Botanical Garden - Tel. 622-4433
Clove Lake Park - Tel. 442-7640
Forest Park - Tel. 520-5331
Gateway Environmental Study Center - Tel. 252-7307
(Division of Curriculum and Instruction, N.Y.C. Board of Education)
New York Botanical Garden - Tel. 220-8700
Queens Botanical Garden - Tel. TU 6-3800
Wave Hill Center for Environmental Studies - Tel. 549-2055

Museums

American Craft Museum - Tel. 397-0630
American Museum of Natural History - Tel. 873-4225
Bronx Museum of the Arts - Tel. 681-6000
Brooklyn Museum - Tel. 638-5000
Brooklyn Children's Museum - Tel. 735-4400
The Cloisters - Tel. 923-3700
Fire Department Museum - Tel. 570-4230
Flushing Meadow Park Hall of Science - Tel. 586-4004
Fulton Ferry Museum - Tel. 858-1348
Hayden Planetarium - Tel. 873-1300, ext. 363
Metropolitan Museum of Art - Tel. 879-5500
Museum of the American Indian - Tel. 282-2420
Museum of the City of New York - Tel. 534-1672
North Wind Undersea Institute - Tel. 885-0701
Police Academy Museum - Tel. 477-9753
Queens Museum - Tel. 592-2405
South Street Seaport Museum - Tel. 669-9400
Staten Island Children's Museum - Tel. 273-2060
Statue of Liberty - Tel. 732-1236
Transit Museum - Tel. 330-3060

Performances

Brooklyn Academy of Music - Tel. 636-4100
Floating Hospital - Tel. 736-0745
Lincoln Center for the Performing Arts - Tel. 877-1800
Marionnette Theater - Tel. 988-9093
92nd Street Y - Tel. 427-4410
Town Hall - Tel. 840-2824

Travel

Aerospace Education Resource Center - Tel. 441-8110
Grand Central Railroad Station - Tel. 935-3960 (Tours)
Heliport - Tel. 973-3528
J.F.K. Airport - Tel. 656-4444
Port Authority Bus Terminal - Tel. 564-9523, Ext. 200, 404
Staten Island Ferry - Tel. 806-6940

Additional Trips

Children's Art Carnival - Tel. 234-4093
City Hall - Tel. 566-8681

Trip Guides

A Teacher's Directory to New York City's Museums, Zoos, Botanical Gardens. (Brooklyn, NY: Bureau of Curriculum Development, New York City Board of Education, 1976).

Educational Resources Directory: A Guide to the Education Services of New York City's Museums, Zoos, Botanical Gardens and Historical Societies. (New York: Museums Collaborative, Inc, 1980).

FINGER PLAYS AND SONGS IN THE FIRST GRADE CLASSROOM*

> "What the child imitates," says Froebel, "he begins to understand. Let him represent the flying of birds and he enters partially into the life of birds. Let him imitate the rapid motion of fishes in the water and his sympathy with fishes is quickened. Let him produce the activities of farmer, miller and baker, and his eyes open to the meaning of their work. In one word let him reflect in his play the varied aspects of life and his thought will begin to grapple with their significance."[1]

Although many years have passed since Froebel made this statement, the wisdom of his comments still rings true. Imitating actions is still a valuable learning experience for young children. The use of finger plays is a technique which encourages children to imitate common actions through the enjoyable experience of reciting a story and "making" a picture with their fingers.

Both finger plays and songs have diverse uses throughout the early childhood years. To encourage the teacher to incorporate finger plays and songs in the instructional program from the first day of school, a list follows of suggested uses for finger plays and songs. Children may already be familiar with many of these finger plays, forming a bridge between kindergarten and first grade experiences. As the year progresses, teachers should expand their collection of finger plays and explore further opportunities for their use in the first grade program.

Suggested Uses for Finger Plays and Songs

Motivation

The teacher may recite a finger play with children as the motivation for a lesson. For example, a teacher planning to introduce a lesson on the concept of 10 might use the following finger play as a motivation:

Ten Little Ghosts

(Start with little fingers and continue to thumbs.)

Ten little ghosts sitting in a tree
The first two said, "What's this I see?"
The second two said, "A man with a gun."
The third two said, "Let's run, let's run."
The fourth two said, "Let's hide in the shade."
The fifth two said, "Oh, we're not afraid." (Place thumbs under arm pits.)
Then BANG (clap) went the gun and away they run. (Hide hands behind back.)

---

[1] Emilie Pouulsson, Finger Plays for Nursery and Kindergarten (New York: Dover Publishers, 1971), preface.

* Grateful appreciation to the teachers of Community School District 14 for their contributions of finger plays.

Ten Little Firefighters

Ten little firefighters, sleeping in a row;
(Extend both hands; fingers curled to represent sleeping firefighters.)
Ding, dong goes the bell, and down the pole they go.
(Pull bell chord with one hand; close both fists, put one on top of the other, slide them down pole.)
Off on the engine, Oh, Oh, Oh,
Using the big hose, so, so, so.
(Steer engine with hands; make nozzle with fist.)
When all the fire's out, home soooooo slow;
(Steer engine with hands.)
Back to bed; all in a row.
(Extend both hands; fingers curled.)

Regaining Attention

Six-year-olds have short attention spans. This is especially true when children are focused on a direct instruction activity in a whole class situation. The children may become restless and/or inattentive. A finger play is an excellent, positive technique for regaining their attention and responding to their need for movement. Some finger plays which are commonly used for this purpose are:

Open, Shut Them

(Concepts of open, shut; body parts: lap, chin, mouth)

Open, shut them. Open, shut them.	(Alternate opening and closing fists accordingly.)
Give a little clap.	(Clap hands.)
Open, shut them. Open, shut them.	(Alternate opening, closing fists again.)
Place them in your lap.	(Fold hands in lap.)
Creep them, creep them, Creep them, creep them,	(Starting at stomach, "creep" fingers of both hands upward towards chin.)
Right up to your chin.	(Rest fingers on chin.)
Open wide your little mouth	(Open mouth wide.)
But do not let them in.	(Quickly hide fingers behind back.)

On My Head

On my head my hands I place,
On my shoulders, on my face,
On my hips and at my side,
Then behind me they will hide.
I will hold them up so high;
Quickly make my fingers fly;
Hold them out in front of me;
Swiftly clap--one, two, three.

Transition

Going from one activity to another, or moving from one area of the room or building to another, can be difficult for young children. Finger plays and songs provide direction and order for such activities in a positive fashion.

Where, Oh, Where Are All the Children?
(Sung to the tune of the Paw-Paw Patch)

Where, oh, where are Tanya and Robert?
Where, oh, where are Gilda and Steven?
Where, oh, where are Lamar and Nancy?
Coming to meet me over here!

I see Susan, she is coming.
I see Anthony, he is coming.
I see Lorraine, she is coming.
Coming to hear a story now.

Children rise one by one from their tables to meet their teacher in an area of the room where they will be seated on the floor to hear a story.

A walking song can help children walk on a line with partners through the school building. The teacher's singing directions softly, alone or with the children, maintains children's attention and cooperation and is far more desirable than saying "Stay in line," "No talking," "Stand up straight."

Walking Song

Original Song:	Let's go walking, walking, walking. Let's go walking through the hall. Everybody's walking tall now, quietly. Everybody's walking through the hall.
Variations:	Everybody's walking to the bathroom. Everybody's walking to the library. Everybody's walking to the gym.

To establish quiet at rest time:

I see a boy/girl resting oh so well.
How can I tell?
His/her feet are still
His/her hands are just the same.
And __(name of child)__ is his/her name.

Reinforcing Concepts

Concepts introduced during the direct instruction activity cannot be internalized unless there are frequent opportunities for reinforcement. One excellent method of reinforcing a variety of concepts is through the pleasurable use of finger plays and songs.

One finger play that may used for this purpose is:

Up to The Ceiling

Up to the ceiling,
(Raise both hands up toward the ceiling.)
Down to the floor.
(Lower both hands down toward the floor.)
Left to the window,
Right to the door.
This is my right hand,
Raise it high.
This is my left hand,
Reach for the sky.
Right hand, left hand,
(Raise each arm as you say it.)
Twirl them around.
(Twirl hands in circular motion in front of you.)
Left hand, right hand,
Pound, pound, pound.
(Make fists and hold one fist over the other and pound like a hammer.)

Developing Oral Language

Some children entering first grade may be hesitant to speak as individuals in a large group situation. This is particularly true for children whose primary language is not English.

The finger play provides an opportunity for every child to join in the group recital and hand movements anonymously. As the child recites familiar finger plays on a daily basis, confidence grows along with language facility.

Some finger plays/songs commonly used for this purpose are:

If You're Happy and You Know It

I. If you're happy and you know it, clap your hands. (Clap twice.)
If you're happy and you know it, clap your hands. (Clap twice.)
If you're happy and you know it, and you really want to show it,
If you're happy and you know it, clap your hands. (Clap twice.)

II. If you're happy and you know it, tap your feet. (Tap feet twice.)
If you're happy and you know it, tap your feet. (Tap feet twice.)
If you're happy and you know it, and you really want to show it,
If you're happy and you know it, tap your feet. (Tap feet twice.)

III. Repeat above refrain substituting: If you're happy and you know it, tap your head. (Tap head twice.)

IV. Repeat above refrain substituting: If you're happy and you know it, do all three. (Clap twice, tap feet twice, tap head twice.)

This song may be extended with additional verses to expand language. Use:

If you're sad and you know it, wipe your eyes.
(Dry eyes, sad-faced.)
If you're tired and you know it, go to sleep.
(Close eyes, lean head on hands placed together at side of face.)
If you're hungry and you know it, rub your stomach.
(Rub stomach.)

If I Had a Crayon

If I had a crayon, a crayon, a crayon,	(Pretend to hold crayon.)
If I had a crayon, what would I do?	
I'd scribble with my crayon,	(Scribble in air.)
Scribble with my crayon.	
Scribble, scrabble, scribble, scrabble!	
That's what I'd do.	

- - -

If I had a big drum, a big drum, a big drum,	(Pretend to hold a big drum, hands spread far apart.)
If I had a big drum, what would I do?	
I'd beat, beat, my big drum,	
Beat, beat, my big drum.	(Pretend to beat drum with drumstick.)
Boom! Boom! Boom! Boom!	
That's what I'd do.	

- - -

If I had a piano, piano, piano,	(Form rectangle shape of piano with both hands, starting at center of body and moving both hands away.)
If I had a piano, what would I do?	
I'd play my piano, play my piano.	(Move fingers across "keys" as if playing piano.)
Plinkety, plunk! Plinkety, plunk!	
That's what I'd do.	

- - -

If I had nothing, nothing, nothing,	(Stretch out hands, palms upward.)
If I had nothing, what would I do?	
I'm sure I'd think of something, something, something.	(Point to temple.)
I'm sure I'd think of something,	
Something to do.	

Developing Auditory Memory/Sequence

Certain finger plays require the child to recall events/parts in sequence. Among these are:

Five Little Pumpkins Sitting on a Gate

(Five fingers extended--one finger for each pumpkin)

Five little pumpkins sitting on a gate,	
The first one said, "Oh my it's getting late."	(Wiggle thumb.)
The second one said, "There are witches in the air."	(Wiggle index finger.)
The third one said, "Oh we don't care."	(Wiggle middle finger.)
The fourth one said, "Let's run, let's run."	(Wiggle fourth finger.)
The fifth one said, "We're ready for some fun."	(Wiggle pinky.)
Oooooo went the wind, and out went the lights,	
and the five little pumpkins ran out of sight.	(Wiggle five fingers in "running away" fashion, hiding behind back.)

Variation: 5 children sitting on 5 chairs
#1 looks at watch
#2 points to the air
#3 says "Oh, we don't care"
#4 makes a running motion
#5 rubs hands in anticipation.

At the last part, all five children run and hide behind their chairs.

Jenny or Johnny

Jenny works with one hammer, one hammer, one hammer.	(Pretend to hammer with one fist.)
Jenny works with one hammer.	
Then she works with two.	(Hold out 2 fists.)
Jenny works with two hammers, two hammers, two hammers.	(Hammer with 2 fists.)
Jenny works with two hammers.	
Then she works with three.	(Hold out 2 fists, one foot.)
Jenny works with three hammers, three hammers, three hammers.	(Hammer with 2 fists, one foot.)
Jenny works with three hammers.	
Then she works with four.	(Hold out 2 fists, 2 feet.)
Jenny works with four hammers, four hammers, four hammers.	(Hammer with 2 fists, 2 feet.)
Jenny works with four hammers.	
Then she works with five.	(Hold out 2 fists, 2 feet, head.)
Jenny works with five hammers, five hammers, five hammers.	(Hammer with 2 fists, 2 feet, head.)
Jenny works with five hammers.	
Then she goes to sleep.	(Close eyes, rest head on hands placed at side of face, prayer-style.)

In using finger plays and songs with the children, it is most important that the teacher relax and enjoy the activity with them. The teacher should become immersed in the activity and perform dramatically! The children will respond to the teacher's enthusiasm with their own.

Finger plays that relate to special holidays, seasons, or themes include:

Fall

Listen!

Autumn leaves are falling down.
(Flutter fingers downward.)
Orange, green, and red, and brown.
(Continue to flutter fingers.)
Listen and you'll hear them say,
(Cup hands to ears.)
"Wintertime is on its way."
(Whisper these words.)
Winter's gone, but not the tree.
(Join fingertips above head.)
And on it are some buds for me.
Listen closely, and you'll hear,
(Cup hands to ears.)
"Spring is near! Spring is near!"
(Whisper these words.)

Thanksgiving

Five Little Pilgrims

Five little Pilgrims on Thanksgiving Day.
(Hold up one hand, fingers extended.)
The first one said, "I'll have cake if I may."
(Point to thumb.)
The second one said, "I'll have turkey roasted."
(Point to pointer finger.)
The third one said, "I'll have chestnuts toasted."
(Point to middle finger.)
The fourth one said, "I'll have pumpkin pie."
(Point to ring finger.)
The fifth one said, "Oh, cranberries I spy."
(Point to little finger.)
But before they ate any turkey or dressing,
All of the Pilgrims were thankful for their blessings.
(Fold hands together.)

February

Valentines

Five pretty valentines	(Hold up five fingers.)
From the ten-cent store;	
I sent one to Mother,	(Bend down a finger.)
Now there are four.	
Four pretty valentines	
Pretty ones to see;	
I give one to Brother,	(Bend down a finger.)
Now there are three.	
Three pretty valentines	
Yellow, red, and blue;	
I give one to Sister,	(Bend down a finger.)
Now there are two.	
Two pretty valentines	
My, we have fun;	
I give one to Daddy,	(Bend down a finger.)
Now there is one.	
One pretty valentine	
The story is almost done;	
I give it to Baby,	(Bend down last finger.)
Now there are none.	

March

When The March Wind Blows

When the March wind blows with a puff	(Cup hands and blow.)
And the spring time weather gets rough,	(Indicate rain with hands.)
The fat little robin braces the storm.	(Place arms in round circle.)
Ruffles his feathers and tries to keep warm.	(Shrug and shake shoulders with arms close to body.)

A Tiny Little Elf

There once was a tiny little elf	(Use thumb and index finger to show his size.)
Who was very cute and proud of himself.	
One day he decided to dance a jig	(Put hand downward and jiggle fingers.)
In spite of the fact that he isn't big.	
He put a tiny shamrock in his hat,	(Use index finger and thumb to put shamrock into hatband.)
Then made a tiny chair on which he sat.	(Hold index finger of left hand straight up. Use index finger of right hand and bend it up against left index finger to make a side view of a chair.)
On his tiny fiddle he did play,	(Extend left arm for violin. Pretend right hand has the bow and make back and forth motions.)
Sweet leprechaun music all day.	

Spring

My Garden

This is the way I plant my garden,	
Digging, digging in the ground.	(Pretend you are digging.)
The sun shines warm and bright above it.	(Make a big circle with your arms for the sun.)
Gently the rain comes falling down.	(Let your fingers flutter like falling rain.)
This is the way the small seeds open.	(Let your closed fists open slowly.)
Slowly the shoots begin to grow.	
These are my pretty garden flowers,	(Hold up all 10 fingers to show your flowers.)
Standing, standing in a row.	

Old Favorites

Put Your Hands

Put your hands in the air,
Put your hands on your hips,
Hold them way up high. Now you bend real low.
Put your hands in the air,
Put your hands on your hips,
Now pretend to fly. Up and down you go.
Flap your wings up and down
To the left, to the right,
Like all the birds do. Twist 'round and 'round
Put your hands in the air,
Put your hands on your hips,
Just how big are you? Like a spool you're wound.

Put your hands out in front,
Put your hands in the dough,
Then you clap, clap, clap.
Make an apple pie.
Put your hands out in front,
Put your hands in the dough,
Now your knees slap, slap.
Now come on and try.
Up and down, clap and slap,
Roll it out, roll it out,
This is what you do. How I love to bake.
Put your hands out in front,
Put your hands in the dough,
You can do it too. Make a pie or cake.

Alligator

Here is an alligator sitting on a log.	[Hold right hand straight (alligator's head) and flat over left arm (log).]
Down in the pond he sees a little frog.	(Make large circle with arms.) (Hold hands to eyes as if holding binoculars.)
In goes the alligator.	(Slide hand off forearm.)
'Round goes the log.	(Roll one arm around the other.)
Splash goes the water.	(Throw arms up to look like a splash.)
And away swims the frog.	(Make swimming motion with arms and head.)

The Eency, Weency Spider

(Also known as "The Itsy Bitsy Spider")

The eency, weency spider went up the water spout.	(Fingers together--climbing thumb to finger.)
Down came the rain and washed the spider out.	(Spread fingers lifted then falling.)
Out came the sun and dried up all the rain,	(Big circle with arms rising from waist.)
And the Eency, weency spider went up the spout again.	(Repeat climbing action.)

I Wiggle My Fingers

I wiggle my fingers.
I wiggle my toes.
I wiggle my shoulders.
I wiggle my nose.
Now all the wiggles are out of me,
And I can sit so quietly.

The Little Turtle

There was a little turtle.	
He lived in a box.	(Make shape of box with hands.)
He swam in a puddle.	(Make swimming motion with hands.)
He climbed on the rocks.	
He snapped at a mosquito,	(Snap hands together.)
He snapped at a flea,	(Snap hands together.)
He snapped at a minnow,	(Snap hands together.)
And he snapped at me.	(Snap hands together.)
He caught the mosquito.	(Make hands catch.)
He caught the flea.	(Make hands catch.)
He caught the minnow.	(Make hands catch.)
But he didn't catch me.	(Shake head no and point to self.)

Section 3
The Interactive Teacher
The Child of the Week

The Interactive Teacher

Teacher as Language Facilitator and Listener

Discussion! Dialogue! Discourse! These verbal interactions are essential to the intellectual growth of first graders. Children's thought processes are clearly evident when they are engaged in verbal interactions with teachers who understand the learning process.

The interactive teacher acts as a facilitator:

- modeling appropriate language forms
- encouraging language
- asking appropriate questions
- supporting ideas
- clarifying thinking
- extending thinking
- expanding concepts
- giving positive reinforcement
- building children's positive self-concepts

The interactive teacher acts as an interested listener:

- giving children ample time for verbal expression
- helping children listen to each other
- using encouraging nonverbal responses (e.g., a smile, a nod)
- inviting children to raise their own questions
- encouraging children to seek their own answers
- perceiving children's evolving concepts

Using Language for More Effective Learning

Through planned curriculum and a stimulating classroom environment, a teacher can inspire children to use language and develop concepts. The quality of the interaction between teacher and child can either nurture this ability or suppress it. The following dialogues illustrate ways in which teachers can foster intellectual growth and language development.

Sample Dialogues

Speaker	Language	Teacher as Facilitator
Kimberly	"How do I glue this on, Miss R?"	
Teacher	"What's the problem, Kimberly?"	- Expressing interest

Speaker	Language	Teacher as Facilitator
Kimberly	"It's just like a screen on a door, see? And the glue keeps going into all the little holes. I can't put it on my paper."	
Teacher	"Where do you want to put it?"	- Eliciting specific language
Kimberly	"I need it here. It's for the shirt of the girl from Africa."	
Teacher	"Why are you having so much trouble?"	- Encouraging clarification of problem
Kimberly	"I can't spread out the glue on the shiny part. It goes right through."	
Teacher	"Can you think of another way to do it?"	- Supporting problem solving
Kimberly	"I don't know. I'll try to think. I know! I can do this (spreads glue directly on paper) and then stick the piece right on. But look--the glue shows through!	
Teacher	"Do you remember what we found out the first time we used this glue--something about what happens when it dries?"	- Reminding child of prior experience relevant to child's concern
Kimberly	"Oh! Now I know! The glue dries clear. Then you can't see it. I'll stick this right on. How does it look, Miss R?"	
Teacher	"It looks really great, Kimberly! You had a very good idea!"	- Expressing interest, enthusiasm, positive reinforcement

This dialogue, overheard by a teacher* during an observational visit to Hunter College Elementary School, is an example of the interactive teacher as a facilitator and listener who promotes problem solving. The child actually "knew" the solution but needed the verbal interaction with the teacher to resolve her problem.

*Amy P. Appleman, teacher, Eagle Program, District 22, Brooklyn, New York.

The following dialogue is an example of an interaction in which the teacher listened not for a particular answer, but out of interest in the childrens' comments. The teacher led the children to predict and reflect on the story's content and, also, on their own responses to the story.*

The first graders have read a story about a man with a magic hat. The man, Mr. Fig, and his friends Rabbit, Turtle, and Mouse are flying over a pond in Mr. Fig's car. Suddenly, Mr. Fig loses his magic hat and, alas, the car crashes into the pond.

Speaker	Language	Teacher as Facilitator
Teacher	"What horrible thing has happened?"	- Encouraging language - Asking initiating question
Victor	"The hat flew away."	
Teacher	"Yes, the hat flew right off his head, didn't it? Why did that happen?"	- Giving positive reinforcement - Clarifying thinking
Erbey	"Because the car was going so fast that the hat flew off."	
Tanya	"Oh. They gotta go down beside the cat." (In the illustration there is a cat on the ground--a cat that had tried earlier to eat Mouse.)	
Erbey	"They better watch out for that cat."	
Teacher	"How do you think that cat made Mouse feel?"	- Supporting ideas - Extending thinking - Encouraging children to seek their own answers - Perceiving children's evolving concepts
Children	"Mad...sad."	
Teacher	"How would you feel if you were a mouse?"	- Extending thinking
Missy	"I'd get mad and run."	
Teacher	"Why didn't the car keep flying in the air?"	- Asking appropriate question - Extending thinking

* Anne Hass Dyson and Celia Genishi, "Research Currents: Children's Language for Learning," Language Arts 60 (September, 1983): 755-756.

Speaker	Language	Teacher as Facilitator
Erbey	"Because he took his hat off."	
Victor	"He said it was magic, but nobody's magic no more."	
Tanya	"If the hat gets wet, it probably won't have any magic."	
Teacher	"I never thought about that before, but you may be right."	- Supporting ideas - Giving positive reinforcement - Building child's positive self-concept - Perceiving the child's evolving concepts

Encouraging Children's Questions

Researchers* in language exchanges between classroom teachers and students have frequently observed the following pattern:

Step 1: teacher's initiation
Step 2: child's reply
Step 3: teacher's evaluation

The following discussion of a story illustrates this pattern of verbal interaction. The story is about a little boy, Evan, who has taken a job to earn enough money to buy a pet turtle.

Speaker	Language
Teacher	"Who can tell us why Evan was feeling proud and happy? Lonnie?"
Lonnie	"He knew he was going to get his turtle."
Teacher	"No. He didn't know he was going to get his turtle yet. Monica?"
Monica	"'Cause he was helping a lady carry out her groceries and he got a dime?"
Teacher	"Just one dime? How many, Laura?"
Laura	"He had two dimes."
Teacher	"He had two dimes, and that's why he was proud and happy."

* Anne Hass Dyson and Celia Genishi, "Research Currents: Children's Language for Learning," Language Arts 60 (September, 1983): 751-757.

Lonnie and Monica offered ideas that could have been explored in relation to why Evan felt proud and happy. Their responses reflect inferential thinking--reasoning about their reading--rather than mere recall of a literal statement. Distinguishing between inference and stated fact is worthwhile, but requiring all answers to be literally correct tends to hamper the development of active, spontaneous reasoning. In listening to children, rather than listening for a particular answer, the children become responsible for interpreting and constructing their own meanings; they begin to experience the power of language for structuring an experience so that it may be reflected upon, reconsidered, reinterpreted.

In the book Wally's Stories* there are numerous rich examples of children who are encouraged by their teacher to share in the process of interpreting experiences, rather than restricted to the role of passive receivers of adult interpretations. In the following sample, the children are clearly interpreting their own experience of language in their worlds.

Speaker	Language
Teacher	"Why are there as many different languages?"
Warren	"God gives people all the sounds. Then you can tell you're in a different place because it sounds different."
Wally	"When you're little you try to think of what the name of something is and people tell you."
Eddie	"Oh, yeah. Your mother tells you. You come out of her stomach and she talks English to you and she tells you the name for everything."
Deanna	"If you live in a different country, there's a different language there. Wherever you were born you talk in that language."
Warren	"Wherever your mother was born."
Teacher	"Your mother was born in China, Warren, but you speak English."
Deanna	"Because he never lived in China...."
Eddie	"Someone has to teach you. My brother didn't know one word when he was born. Not even my name."
Earl	"When I was little I said 'casee.'"
Rose	"What does that mean?"

*From Wally's Stories, by V. Paley. Copyright (c) 1981 by the President and Fellows of Harvard College. Reprinted by permission of Harvard University Press.

Speaker	Language
Earl	"'Take me in the car.' Now I know every word."
Rose	"Me too."
Teacher	"Akemi was born in Japan and she speaks Japanese. How are you learning all these English words now, Akemi?"
Akemi	"I listen to everybody."

In listening and talking with children, the teacher learns how the world looks to them and helps them reflect on and revise their understandings.

It is important for six-year-olds to think--to reflect, reconsider, reinterpret. It is often possible to promote children's use of language in critical thinking by asking the questions that keep the thought processes ongoing, open, and exploratory.

The following discussion in a first grade class includes many examples of a teacher stimulating, clarifying, guiding, and encouraging children to think critically about the little duck's dilemma in The Story about Ping*:

Speaker	Language	Teacher as Facilitator
Teacher	"Now, in the evening Ping was always careful--very, very careful--not to be last. Because what happened to the duck who was last?"	- Stating the issue to be discussed
Child	"They got a spanking."	
Teacher	"Now what about that? What do you think about that? About a duck getting spanked?"	- Accepting child's answer - Encouraging reflection and speculation
Child	"I think it wouldn't be nice to do. It's mean. Like I said yesterday, it's cruelness to animals. It really is. I think so."	
Betty	"Cruelness, it's not cruelness!"	

---

* Claudia Lewis, "Stories and Language Development Session: Excerpts from a Discussion following Reading of The Story About Ping," (Marjorie Flash, Kurt Wiese, Puffin Books, 1933, 1961) with Elaine Wickens, teacher, and six- and seven-year-olds at Bank Street School for Children, Project Follow Through, Bank Street College of Education, March 16, 1977.

Speaker	Language	Teacher as Facilitator
Teacher	"No, what she's saying, have you ever heard that expression, cruelty to animals? That's what she means."	- Clarifying a common expression from the vernacular
Child	"Yes, that's my opinion."	
Charlotte	"Well I don't think that's cruelty to animals because they don't give spankings hard."	
Teacher	"How do you know that, Charlotte?"	- Encouraging child to clarify, seek answer, speculate
Charlotte	"Well, I don't think they spank hard."	
Child	"They don't."	
Child	"I think they do, but...."	
Child	"It's almost torture, I think, about, that they don't get killed by it."	
Jerry	"But there has to be one duck, like Cathy said yesterday, you know they couldn't all be first. I mean they're all second or all third. There has to be one duck that's last. So really, you know, maybe that duck couldn't get ahead. Maybe he was looking under for a fish and he saw that he couldn't catch up."	
Teacher	"Who'd like to answer and talk about what Jerry said, just what Jerry said here? Paul?"	- Supporting child's thinking - Encouraging extension of ideas
Paul	"Well, um, oh never mind."	
Teacher	"Danny?"	
Danny	"Well, I don't think that they could really spank him on the head. You could train him."	

Speaker	Language	Teacher as Facilitator
Child	"Well, I'm sort of agreeable with Danny. Like uh, like uh, if one's last you don't know if he's going to toddle off at the last minute, but I think you should sort of just pick him up and walk up with him."	
Teacher	"Well, why do you think they want those ducks to hurry?"	- Asking appropriate question
Child	"Well, you know he might waddle off and they're not trained."	
Child	"It's getting dark! And they believe that, well, I think they believe that the eyes don't see."	
Teacher	"What do you mean about the eyes? The eyes of the duck or the eyes of the boat?"	- Clarifying thinking
Child	"The eyes of the boat."	
Teacher	"The eyes of the boat couldn't see at night. Peter?"	
Peter	"Well, sort of like what I think Debbie said yesterday. There are certain times when the fish come out or they have to be at a certain place at this time and they want the ducks to hurry up so they can get there."	
Teacher	"Betty, do you think spanking helps the ducks learn to get on the boat in time?"	- Drawing in children who are not saying much - Encouraging thinking
Betty	"Yes."	
Child	"Well, I guess that's what the Chinese believe."	
Teacher	"What do you believe, John?"	- Encouraging language, thinking

Speaker	Language	Teacher as Facilitator
John	"I would say that's right. Like you could, but I mean you could have a wider plank at least so they could get on 'cause someone has to be last, it can't be everyone first."	
Teacher	"Peter?"	
Peter	"They should tell what happened to the other ducks. If they get spanked or not, you know what I mean."	
Teacher	"It's only the last duck that gets spanked."	- Clarifying information
Peter	"I know but they should tell if they did. Like who gets spanked or what."	
Child	"Like one of the 42 cousins got spanked or one of the aunts. And what his name was. Besides Ping who would get spanked."	
Teacher	"Why do you want to know that?"	- Asking appropriate question to extend thinking
Child	"Well, that's be adding to the story."	
Teacher	"O.K., you'd like to know who got spanked. Jonathan?"	- Giving positive reinforcement
Jonathan	"I'm agreeing with Betty, because that's the only way you can teach a chimpanzee. Like once my father was on this show Everglades, and there was this chimpanzee that had to be trained 'cause there was a chimpanzee on the show and this boy, and the boy is now the older brother of Flipper, but see the chimpanzee wasn't quite trained yet so he bit the boy and the directors had to beat him because he won't listen another way, and I guess that's the only way how to teach a duck to walk faster, like you can't just say, come on sweetie, walk up."	

Speaker	Language	Teacher as Facilitator
Paul	"Besides adding to the story, well the chimpanzee wouldn't be going up last."	
Teacher	"Excuse me Paul, what Jonathan was doing was saying that he knew of one animal that had to be trained and he thought that that would be one reason for beating a duck. Danny?"	- Supporting Jonathan's generalization of an idea - clarifying thinking for Paul
Danny	"Well, the duck isn't really last of all, the man is last of all, really."	
Teacher	"So what do you think should happen, Danny?"	- Encouraging children to extend ideas, thinking
Danny	"The man should wack himself!"	

. . . .

(Story is read again)

Speaker	Language	Teacher as Facilitator
Teacher	"Why do you think Ping decided to go get that spanking? Why do you think he decided?"	- Perceiving children's evolving concepts - Encouraging children to seek their own answers
Child	"Well, he wanted to be back with his mother."	
Teacher	"Was it worth it to Ping, do you think?"	- Encouraging evaluative thinking
Children	"Yes."	
Jonathan	"Well, he thought maybe he wasn't going to be as fortunate as he was the last time."	
Child	"That he, that maybe a nice little boy would find him, this man who wanted duck dinner found him and just ate him instead of his having a chance of getting away."	

Speaker	Language	Teacher as Facilitator
Teacher	"Do you think your mother would know if you didn't come home?"	- Relating discussion and story to children's own reality
Child	"Yes. We only have four."	
Teacher	"Jonathan?"	
Jonathan	"Well, I mean, even if, like the mother has six children she'll know that one's missing because if somebody comes in, her children usually say, hi mommy, hi mommy, and they usually sort of go around over the place. The ducks, they'll just walk up and there are hundreds of ducks in that boat and you can't notice one missing duck."	- Giving ample time for child to express thoughts verbally
Teacher	"Does anybody want to say anything else?"	- Engaging children in completion of discussion

In their verbal interactions with first graders, teachers are constantly modeling appropriate, culturally acceptable language and language forms. Researchers into the development of language note that correcting grammar frequently passes unnoticed by the child because the child is not ready for the information. When children become interested in speaking correctly, they are able to draw on their memories of well-spoken language and pick up quickly from the models around them. Teachers are encouraged to enter into conversations and discussions that model good language instead of disrupting children with instructions or corrections. For example:

Speaker	Language
Child	"I gots me some popcorn from up there."
Teacher	"I bought some popcorn at the sale too."
or	
Phoebe to Tyrone	"You always never wears your sneakers to gym day."
Teacher	"You're right, Phoebe! Tyrone, you never wear your sneakers on gym day!"

Speaker or	Language
Mark	"My bedtime is 8:30."
Bianca	"Mine's 9."
April	"I goes to bed at 8."
Teacher	"I go to bed at 11 o'clock."

The interactive teacher knows the necessity of language for the development of children's thinking. Where once the teacher's role was to insist upon listening, recalling, and repeating, teachers today are encouraging children to talk about their thoughts and feelings. Teachers are listening to children with interest to determine what they know, imagine, wonder, worry about, and want to learn. Isolated facts and discrete skills cannot hold the attention of today's child, who is bombarded by the intensely dramatic in the media. In verbal interactions, the teacher strives to support the expansion and deepening of knowledge and thinking so children will put information together in new ways and continually generate ideas, questions, solutions, and applications that are meaningful in their in-school and out-of-school lives.

The Child of the Week

A Teaching Strategy for the Interactive Teacher

The interactive teacher cares about children and celebrates the unique qualities of each child; incorporates children's interests in planning the curriculum; respects children's heritage, talents, and experiences and utilizes them in the learning process; and encourages children's appreciation for each other by serving as a role model.

Six-year-olds are still quite egocentric and talk most easily about themselves, their families, and their daily experiences. "Child of the Week" is a strategy conceived of by a veteran first grade teacher.* The activity uses the child's egocentricity to build self-esteem while simultaneously expanding vocabulary and concept development. Child of the Week can easily be introduced during the theme "Friends" and continued as an ongoing activity throughout the year.

Child of the Week: The Process

Introduction

Early in the year, the teacher introduces the concept of being special: "Although in our class we will be doing many things together, each one of you is special because there are many things which you know and you have done. Your families are all different, and so are some of the things you like and some of the things you don't like." The teacher explains that each child will have a turn to be Child of the Week so that "...we can learn more about each other." The teacher points out that the Child of the Week will be "queen" or "king" of the class for one week and that the teacher will interview the child and write a biography of that child. The child will serve as assistant teacher and line leader, and may choose any class job for the week (office monitor, attendance, etc.).

Parent Involvement

Parents play an early, vital, and continuous role. In an early parent conference or by written notification, parents should be asked to send a large (8" x 10" or 5" x 7") photograph of the child for use during the year. The parent should also be asked to select a convenient week for honoring the child as Child of the Week. The week should be one in which the parent will be free to participate in Sharing Day. If possible, the child may help select the week.

---

*Mary Whiting, teacher, P.S. 23R, District 31.

Day 1

The child's "reign" begins with an interview by the teacher which is recorded on a large experience chart. (A form may be used to initially record the child's responses.) The teacher, through questioning develops a biography of the child. The biography is displayed on a prominent Child of the Week bulletin board, along with the child's photograph. A sample interview form, biography and bulletin board follow these pages.

Day 2

The teacher has classmates contribute statements describing what makes the Child of the Week special. Each child contributes an adjective, which the teacher records on a flashcard with the name of the child who thought of it. For example:

(Children who think of a new adjective can receive extra credit.)
All flashcards are displayed on the Child of the Week bulletin board.

Sharing Day

On Sharing Day, the Child of the Week invites one or more family members or friends to visit the classroom and share something important to them. A visitor may tell about a favorite hobby, show a special talent, discuss their occupation, etc. A classmate reads the biography to the visitors. The children may ask the visitors questions and participate in any activities planned by them. (One Child of the Week had a baker for a grandfather. The children helped to decorate a birthday cake and then enjoyed the fruits of their labor!) The children write letters of appreciation after the visit.

It is critical for the teacher to communicate to the children and the family members and friends who participate in Sharing Day that every person who is sharing is important. A mother or father who demonstrates and/or teaches the children a craft is welcomed, appreciated, and respected in the same way as the parent who is a surgeon or a public official and discusses aspects of those occupations.

Expected Outcomes of Child of the Week

. positive self-concept
. improved home-school relation
. expanded vocabulary (knowledge and use of a variety of adjectives)
. understanding of the terms interview and biography
. improved reading skills (hesitant readers are eager to read their own biographies and those of their friends)
. improving handwriting/letter-writing skills
. career awareness (children are exposed to a wide array of occupations and professions)
. appreciation of different cultures
. expanded research skills (children often want to find out more about a particular hobby or occupation shared by a parent)
. growing appreciation for peers

Sample Interview Form for Child of the Week

Name ______________________________

Members of family ______________________________

____

Best friend ______________________________

Pets ______________________________

Favorite color ______________________________

Favorite games ______________________________

____

Favorite family activity ______________________________

____

Favorite foods ______________________________

____

I am happy when ______________________________

____

I am sad when ______________________________

____

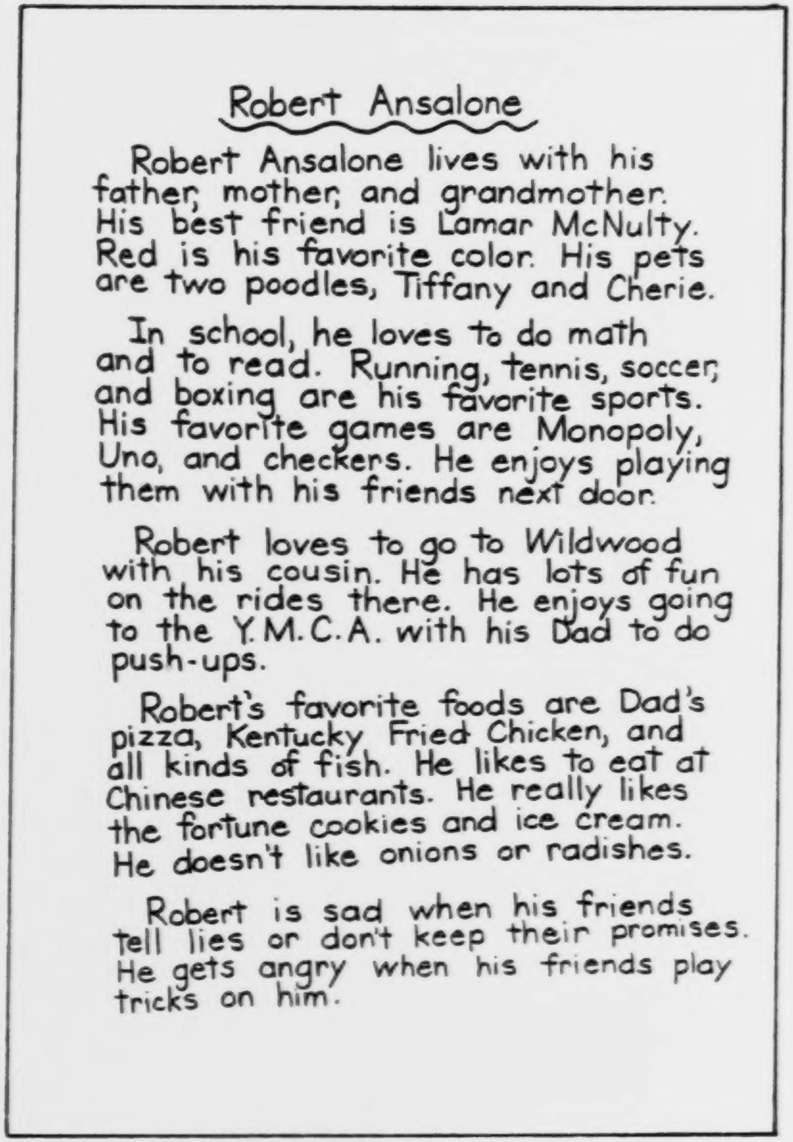
I am angry when ______________________________

____

Additional comments ______________________________

____

Sample Biography for Child of the Week



Robert Ansalone

Robert Ansalone lives with his father, mother, and grandmother. His best friend is Lamar McNulty. Red is his favorite color. His pets are two poodles, Tiffany and Cherie.

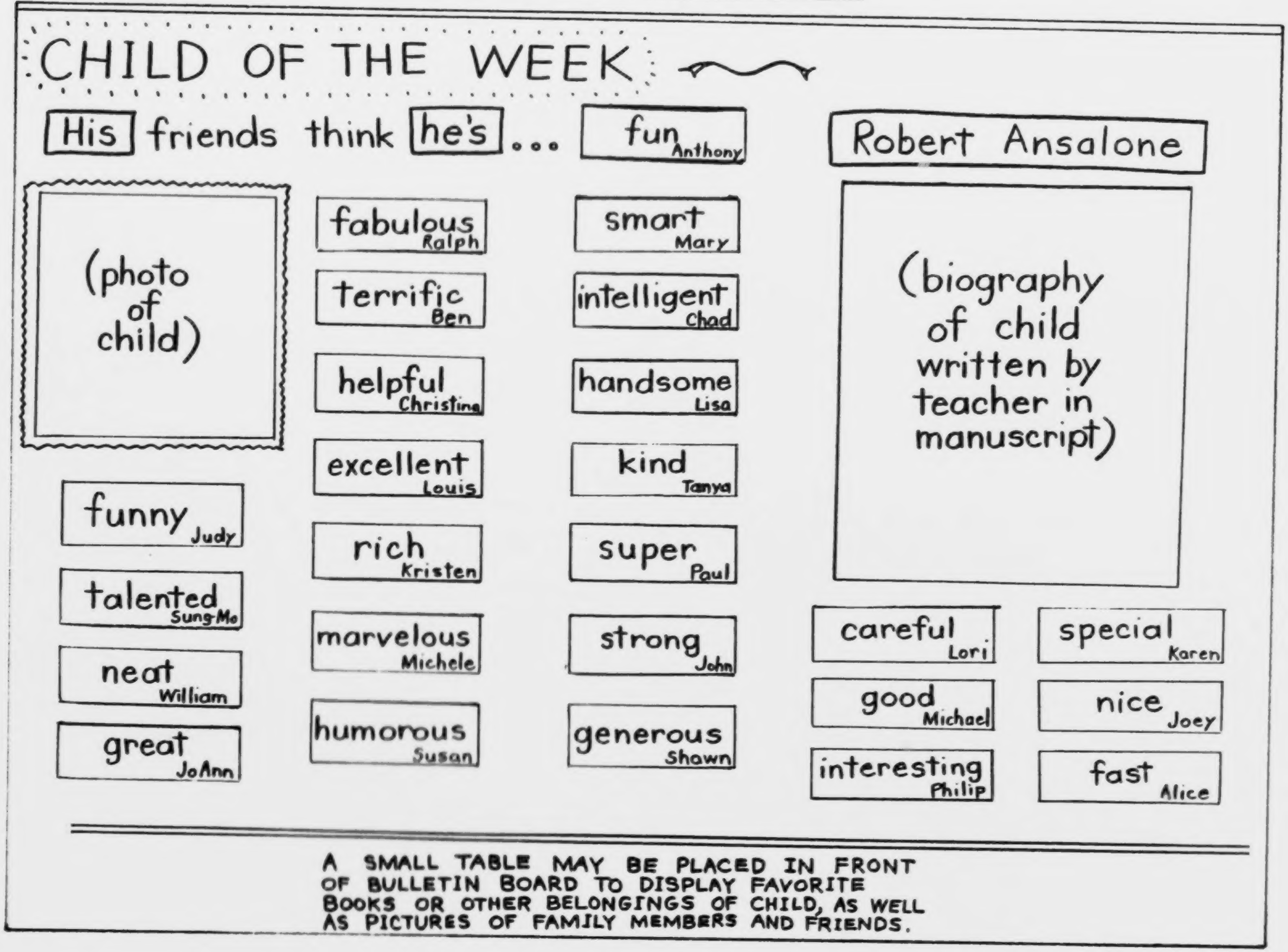
In school, he loves to do math and to read. Running, tennis, soccer, and boxing are his favorite sports. His favorite games are Monopoly, Uno, and checkers. He enjoys playing them with his friends next door.

Robert loves to go to Wildwood with his cousin. He has lots of fun on the rides there. He enjoys going to the Y.M.C.A. with his Dad to do push-ups.

Robert's favorite foods are Dad's pizza, Kentucky Fried Chicken, and all kinds of fish. He likes to eat at Chinese restaurants. He really likes the fortune cookies and ice cream. He doesn't like onions or radishes.

Robert is sad when his friends tell lies or don't keep their promises. He gets angry when his friends play tricks on him.

Sample Bulletin Board for Child of the Week


CHILD OF THE WEEK
His friends think he's ...
fun Anthony
Robert Ansalone
(photo of child)
fabulous Ralph
terrific Ben
helpful Christina
excellent Louis
rich Kristen
marvelous Michele
humorous Susan
smart Mary
intelligent Chad
handsome Lisa
kind Tanya
super Paul
strong John
generous Shawn
(biography of child written by teacher in manuscript)
funny Judy
talented Sung-Mo
neat William
great JoAnn
careful Lori
good Michael
interesting Philip
special Karen
nice Joey
fast Alice

A SMALL TABLE MAY BE PLACED IN FRONT OF BULLETIN BOARD TO DISPLAY FAVORITE BOOKS OR OTHER BELONGINGS OF CHILD, AS WELL AS PICTURES OF FAMILY MEMBERS AND FRIENDS.

Section 4

Developing Themes of Study

Developing Themes of Study

Introduction

First grade children come to school with understandings and concepts about their world, which are based on approximately six years of life experiences. Children may or may not have had prior school experiences, but they all have a natural curiosity to explore and extend their environment. The curriculum the teacher develops must have relevance to the children in terms of their total life experiences, because children have a natural commitment to those tasks which relate to their immediate environment.

Through the planned experiences that comprise the curriculum, children develop and extend understandings, concepts, skills, and attitudes. The content of the curriculum must be conceptually understandable to the six-year-old child. A study of technology, which includes the workings of a computer, would not be suitable to first grade children's maturational levels. However, a study about machines that people use would be appropriate for a first grader's interest and age.

Learning is not an isolated process, and the thematic approach to curriculum development provides for the integration of content areas and skills. When children are engaged in sorting and classifying geometric shapes, they are not only applying mathematical skills but acquiring new vocabulary as well. In the integrated curriculum, content area activities are developed and interwoven around a particular interest or theme, such as "Friends." The flowchart for a theme illustrates the integration of the content areas and the correlation of skills and activities within that theme.

As the activities are carried out, the teacher extends the children's knowledge and fosters the development of skills and attitudes. The teacher engages in ongoing assessment of the learning process and learning environment to determine instructional needs and strengths. The possibilities for deepening, expanding, or limiting study are explored. The teacher records additional activities on the flowchart for each theme.

The integrated curriculum is composed of organized, sequentially developed experiences that promote the development of children's intellectual competencies and expand their understanding of the world.

Choosing a Theme of Study

The following criteria should be taken into consideration in choosing a theme:

- It is relevant to the interests and needs of the children.
- It is age and/or developmentally appropriate.
- It will foster the development of skills.
- It is valid in that the learned concepts, skills, and attitudes may be applied to real life.

- It allows for integrating the content areas.
- It can be studied more deeply by reference to a variety of books, materials, and other resources.
- It emphasizes people, their interdependence, and the significant aspects of their environment.
- It is as exciting and interesting to the teacher as it is to the children.
- It evolves from the first grade curriculum.

Motivational Techniques

After a theme topic has been selected, one approach or a combination of approaches can be used to motivate children. These are suggested approaches:

- Take a trip through the school, the neighborhood, and/or the wider community.
- Display books, pictures, or objects related to the theme.
- Show a film or filmstrip.
- Read aloud informational material, stories, and poems that generate curiosity and interest.
- Stimulate a discussion on the questions and ideas the children have raised.
- Record the knowledge children already have in relation to the theme. Help children formulate what it is they wish to find out.

The duration of each theme depends on its interest to the children, appropriateness to the season, relevance to a current event, and depth of the topic. Some learning experiences in a theme--such as movement activities--are ongoing, whereas making a "Number" book may take a few days.

The sample themes in this manual illustrate a specific plan for theme development. Three suggested themes have been developed. Each theme has been divided into Learning Experiences. These experiences illustrate the many others that could be developed by the teacher. Each experience includes Concepts, Objectives, Procedures, Related Content Areas/Skills, Materials, and Vocabulary. The Suggested Teacher Questions are designed to stimulate a wide range of responses from children. The Suggested Direct Instruction Activity is an instructional plan for the teaching of specific skills in one content area. The Assessment section contains questions which will help the teacher evaluate pupil progress. The section Language Emphasis for the LEP Child will assist the teacher in providing direct instruction to children with limited English proficiency. The Appendix, which follows the themes, contains related charts, poems, songs, illustrations, examples of homework, and follow-up prototype instructional activities.

Language Emphasis For the LEP Child

A limited English proficient (LEP) child is one whose home language is other than English, and whose command of the English language impedes effective participation in the educational process. In New York City, this determination is made when a child scores below the 21st percentile on the Language Assessment Battery (English version). The Consent Decree and Lau Plan require that bilingual education/English as a second language (ESL) programs be provided to children identified as limited English proficient (LEP). Bilingual education programs in the City of New York include the following components:

- intensive instruction in English as a second language
- major subject area instruction in the native language
- native language arts instruction

This approach to bilingual education enables children to become proficient in English and to develop cognitive skills and content area knowledge while increasing native language proficiency. English as a second language is an integral part of every bilingual education program. Where bilingual education programs cannot be organized because of insufficient numbers of children of the same language and grade, a structured ESL program must be provided.

The goal of ESL instruction is to facilitate the acquisition of the four language skills--listening with understanding, speaking, reading, and writing--which will enable LEP children to function on a par with their native counterparts of a similar age or grade. All first grade children are developing cognitively and conceptually, as well as linguistically. LEP first grade children are different in that their linguistic development has taken place largely in a language other than English. Most native speakers of English have mastered the greater part of the English syntax system and a large body of English vocabulary by the age of five. Although they may still have some language structures and a great deal of vocabulary to master, these are children who function and learn in the English language.

ESL is a specialized type of instruction which takes into account the fact that the LEP child's thinking processes may largely be taking place in another language. Therefore, it is critical that LEP children be given specific instruction in English. ESL is inceptual instruction rather than remedial.

To achieve this goal, the ESL teacher must provide real-life experiences in which language is personally relevant and serves a purpose. Since children learn by doing, language is best taught within the context of concrete situations rather than through explanations.

Each Learning Experience section in this handbook has an accompanying English Language Emphasis component. The vocabulary and language structures identified in this component are derived from the Direct Instruction Activity, and are representative of the language which LEP children should acquire in order to participate meaningfully in the basic first grade instructional program. The component is designed to supplement the Direct Instruction

Activity for second language learners. In addition, the Office of Bilingual Education is currently developing several teacher handbooks for use with LEP children. The handbooks, to be distributed during the 1984-85 school year, will address the teaching of native language arts and English language, respectively. These publications will serve as resources for teachers planning instructional programs for LEP children.

It is important that children of limited English proficiency receive instruction in small groups. This enables the teacher to focus on the vocabulary and language structures being modeled and elicited and to use them consistently throughout the lesson. Therefore, the Language Emphasis component facilitates the teaching of concepts from the Direct Instruction Activity by making the language of the lesson simple and consistent. The main components of the lesson (aim, motivation, procedures), remain the same in most cases. Occasionally, changes were made to suit the language needs of the LEP child.

Each Language Emphasis section has the following parts:

- Vocabulary
- Questions
- Sample responses

In the Language Emphasis component, the vocabulary reflects key words and phrases cited in the Direct Instruction Activity, and also identifies additional vocabulary that might not be familiar to the LEP child. The component includes a series of model questions to elicit the language structures and vocabulary that comprise the aim of the lesson. Possible child responses have also been included.

The ESL Extended Lessons serve as a model for further development and practice of the vocabulary and structures introduced in the Language Emphasis component. In addition to the language aim, the lessons reinforce the conceptual skills introduced in the Learning Experiences.

Basic concepts, language structures, and vocabulary are presented in a spiral manner and constantly reinforced in succeeding lessons in different contexts. Lessons focus on language exposure and practice rather than immediate mastery. Initially a child will make errors; however, with more experience, the child will refine language performance until proficiency is achieved.

Friends

RATIONALE

The theme "Friends" offers the first grade teacher and children opportunities to define and explore the concept and experience of friendship. "Friends" is inclusive rather than exclusive, encouraging children to recognize all those with whom they interact by agreement, as friends.

Almost all kindergarten programs include activities that help children get acquainted with each other and their new school. "Friends" deepens the notion of acquaintance to the level of the more selective and intimate experience of friendship. While the children know everyone in their class, "Friends" includes activities that encourage children to think about why they choose to work and play with particular children.

The brainstorming process in "A Friend Is..." is designed to extend the concept of friendship to embrace a number of actions which may seem friendly to some children and not to others.

"Making New Friends Through Pencil Pals" initiates friendship through the medium of letter writing, generating firsthand experiences of writing as a form of communication between people.

"A Visit to the Pet Store" explores the special kind of friendship between a pet and its owner.

The first grade teacher will appreciate the way numerous skills in the curriculum areas can be introduced, practiced, and strengthened in the "Friends" theme. It is appropriate at any time in the school year. If initiated early however, the study of "Friends" can enhance children's relationships.

COMMUNICATION ARTS

LANGUAGE DEVELOPMENT
- Learning that ideas may be expressed in different ways
  - speaking
  - writing
  - reading
  - moving our bodies
- Generating original ideas for communicating through movement
- Understanding body language

LISTENING
- Following directions
- Participating in discussion

BEGINNING READING AND WRITING
- Being aware of sequential order
- Enjoying many different stories
- Selecting a favorite story
- Retelling a story through movement
- Enjoying learning and writing poems
- Thinking critically
- Dictating, reading, and recording sentences
- Categorizing
- Doing cooperative chart reading
- Writing letters
- Using survey-taking skills
- Matching
- Copying

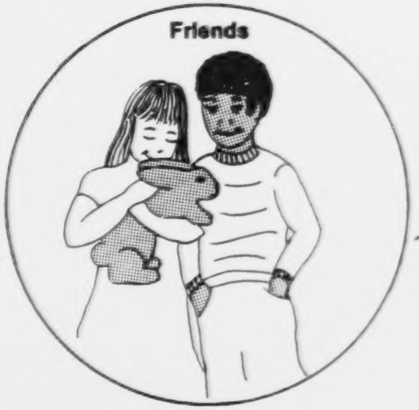
SPEAKING
- Offering suggestions
- Asking questions
- Describing a picture
- Interviewing
- Brainstorming
- Starting a conversation
- Reporting

HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION
- Becoming aware of personal and general space
- Moving in designated space
  - as directed
  - in original ways
- Conveying ideas and feelings through interpretive movement
  - dramatizing scenes from story
  - pantomiming a secret idea
- Understanding body language

HEALTH EDUCATION
- Observing and comparing physical growth patterns

Friends



MUSIC

SINGING
- Reviewing a familiar song

APPRECIATION
- Listening to others sing

SCIENCE

SCIENTIFIC METHOD
- Observing
- Identifying
- Comparing
- Predicting
- Recording information
  - trip boards
  - class book

LIVING THINGS
- Humane treatment of animals
- General needs of all living things
  - food and water
  - shelter
  - air
- Specific needs of certain kinds of pets
  - protected environment
  - visits to a veterinarian

MATHEMATICS

GRAPHS AND MEASUREMENT
- Compiling and recording data
  - size, shape, and weight of pets
  - daily consumption of pets' food and water
  - results of pencil-pal survey
- Estimating
- Using a calendar

GEOMETRY
- Understanding position terms
  - inside
  - outside
  - center

SOCIAL STUDIES

SOCIAL LEARNINGS
- Participating in group activities
- Understanding why people like to have pets
- Recognizing friendly behaviors
  - in pets
  - in people
- Learning about humane treatment of pets
- Developing new friendships in different ways
  - writing letters
  - sharing materials
  - planning an outing with a friend
  - sending holiday cards
- Learning that children are alike and different

COMMUNITY RESOURCES
- Planning a trip to pet store as a form of research
- Observing how pets are cared for
- Learning about people who work with animals
- Using the postal service
- Learning about other schools, communities, and people

MAP SKILLS
- Locating a particular point
- Planning routes
- Making map of classroom

ART

COLLAGE AND CONSTRUCTION
- Creating paper-bag puppets
- Designing an appropriate new home for a pet
- Making a toy for a pet
- Designing a placemat for pet's food
- Making gifts for pencil pal
- Creating "Me" books

DRAWING
- Illustrating
  - books
  - letters
- Creating "unfinished" pictures for pencil pals to complete
- Designing original stamps
- Drawing self-portraits
- Drawing pictures of self with others

THEME
Friends

LEARNING EXPERIENCE

A Friend Is. . .

CONTENT AREA
Social Studies and
Communication Arts

CONCEPTS

. People have many different ideas about what constitutes friendly actions.
. Friendship consists of many different and identifiable actions.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . use brainstorming to generate ideas. . identify friendly actions. . categorize friendly actions.	. reviews previously read story about friendship. . asks children about experiences with friends. . conducts brainstorming session with children: "A friend is someone who...." (Appendix A1). . calls children's attention to variety of responses. . asks children to recall friendly actions by others. . distributes worksheets (Appendix A2), and discusses assignment. . encourages children to share work. . assembles pictures in an exhibit or book: "Ways to be a Friend."	. brainstorm ideas. . tell about their friends' actions. . recall and tell about specific friendly actions. . depict two friendly actions; may record or dictate sentences. . explain their pictures to class. . look at exhibit or read book in library center.	Communication Arts: - verbalizing ideas - listening to directions - discussing - handwriting - expanding vocabulary - categorizing ideas Creative Arts: - depicting friendly behaviors in art Health and Physical Education: - recalling when friends helped: illness, accident Mathematics: - counting numbers of ideas Science: - making choices - classifying behaviors Social Studies: - exploring friendly actions - categorizing actions - selecting preferred behaviors - thinking critically - evaluating behaviors	large chart paper marker worksheets crayons book covers string as needed **VOCABULARY** actions brainstorm friend friendly explain words on the brainstorming chart

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What is a friend?
2. How do people show they are friends?
3. Why are certain friendly actions more important to you than others?
4. How can we make a record of ways we show we are friends in our class?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Can children verbalize their ideas freely during brainstorming?
- Can children identify friendly actions that are important to them?
- Can children categorize actions appropriately?

SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To categorize the actions of friends.

Motivation:
Teacher asks, "How are some of these actions different from others?" i.e., "How is 'helps you when you get hurt' different from 'plays games with you'?"

Materials:
sentence strips, large chart for categories, tape

Procedure:
. Teacher distributes prepared sentence strips.
. Teacher refers to brainstorming chart; encourages children to read and help each other read the list of friendly actions.
. Teacher asks children how some actions are different; helps children decide on two categories; e.g., "Friends can help each other"; "Friends can have fun with each other."
. One child reads sentence strip and tells which category the action belongs in.
. Teacher tapes sentence strip to chart.

Follow-Up:
. Categorizing friendly actions after reading a story.
. Developing a class collection of books about friends.
. Role-playing or acting out activities about typical social problems between classmates; suggesting positive solutions.

LANGUAGE EMPHASIS FOR THE LEP CHILD

friends help
sentence strips fun
category tape

. (Teacher provides ample opportunities for role-playing friendly actions listed on chart to insure understanding.)
. Show us how you help when your friend is hurt, or, Show us how friends play games together.
. Who would like to read a sentence from the chart? (Teacher provides assistance when necessary.)
  - I would.
. How is "helps you when you get hurt" different from "plays games together"?
  - (Teacher accepts any response.)
. Sometimes friends can help each other. (Teacher writes on new chart and reads "Friends can help each other.")
. Sometimes, friends can have fun with each other. (Teacher writes on chart and reads "Friends can have fun with each other.")
. Read your sentence strip.
. Tell us if it belongs in this/that category.
  - It belongs in this/that category.
. Why does it belong in this/that category?
  - Because friends are having fun, or, Because they are helping each other.
. Tape your sentence strip on the chart.

THEME

Friends

LEARNING EXPERIENCE

Making New Friends Through Pencil Pals*

CONTENT AREA

Communication Arts and Social Studies

CONCEPTS

- New friendships can be developed.
- Writing and exchanging letters can help to establish friendships.
- Writing provides an opportunity to communicate with others.
- Children are alike and different.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . understand what it means to have a pencil pal. . expand and clarify ideas about making friends (prewriting preparation). . plan pencil pal experiences as a class.	. sets up pencil-pal relationship with a first grade class in another school. . has children role-play meeting a new friend. . elicits ideas on how to make friends (e.g., starting conversation, sharing a game). . introduces idea of pencil pals; discusses how pals might be similar or different. . elicits ideas for what children would like to find out (e.g., favorite television show.) . lists ideas on chart. . reads chart. . discusses what to write. . plans additional pencil-pal activities (Appendix A3).	. role-play what they would say to someone new. . recall experiences making friends. . anticipate what unknown children will be like. . discuss what they want to ask pencil pals. . contribute to chart. . cooperate in reading chart. . suggest ideas for letters to pencil pals. . suggest things to share and do with pencil pals.	Communication Arts: - learning new vocabulary - listening - discussing - contributing ideas - reading - writing letters Creative Arts: - role-playing - illustrating Health and Physical Education: - comparing physical characteristics and growth patterns, e.g, loss of teeth Mathematics: - using a calendar - estimating Science: - human beings have the same basic needs Social Studies: - postal service - other schools, communities, people - making friends - likenesses and differences	chart paper markers **VOCABULARY** pencil-pal favorite conversation compare share different same

---

*Based on IMPCA: Instructional Management Project Communication Arts, Grade Level 1 (Brooklyn, New York: New York City board of Education, 1982), pp. 207-209.

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What things would you like to find out about a new friend? What would you like a new friend to know about you?
2. How do you feel when a letter arrives that is addressed to you?
3. What could you say to a child who has different feelings about a television show or song than you do? Would you still be friends?
4. Why is letter writing important to friends?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Do children understand what a pencil pal is?
- Did children contribute to discussion on how to make friends?
- Did children help decide activities to do with pencil pals?

SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To write an introductory letter to a pencil pal.
To learn correct writing format.

Motivation:
Teacher discusses how children should introduce themselves to their pencil pals. Compiles responses on a chart.

Materials:
chart paper, markers, paper, pencils, crayons, large manila envelope, stamps, slips of paper with names, bag

Procedure:
- Teacher shows correct format for a letter (Appendix A4).
- Children pick pencil-pal name from slips of paper in a bag.
- Teacher encourages children to tell about themselves in their letters.
- Children write or dictate letters to teacher.
- Children illustrate letters.
- Teacher demonstrates addressing envelope, putting on stamp.
- Teacher and children mail letters together.
- Teacher and children mark date letters are sent on calendar; estimate and count when responses might arrive.

Follow-Up:
- Learning a poem (Appendix A5).
- Writing an original poem for your pencil pal.
- Marking pencil-pal activities on the calendar.
- Making gifts for your pencil pal.
- Sample survey (Appendix A6).

LANGUAGE EMPHASIS FOR THE LEP CHILD

pick envelope mail
address stamp mailbox
let's post office Dear ______,

- Pick a name from the pencil-pal box. What name did you pick?
  - I picked (a child's name).
- We are going to write a letter to a pencil pal.
- What could we tell our pencil pal about ourselves?
  - We could tell him/her (our names, age, things we like to do).
- Let's tell him/her who you are.
  - I am (name).
- Let's tell him/her what month your birthday is in.
  - My birthday is in (month).
- Let's tell him/her where you come from.
  - I come from (place).
- Let's tell him/her what language(s) you speak.
  - I speak (language).
- What else could we tell him/her?
  - (Teacher records on chart/ chalkboard.)
- Draw a picture on your letter.
- What do we have to put on the envelope?
  - We have to put the address and the stamp on the envelope.
- What will you/we do with your/our letter(s)?
  - I/we will mail it/them.
- Where did we mail the letter?
  - We mailed it in the (mailbox).
- When did you mail the letter?
  - We mailed it on (day/date).
- Let's mark the calendar.

THEME

Friends

LEARNING EXPERIENCE

A Visit to the Pet Store

CONTENT AREA

Science and
Social Studies

CONCEPTS

- There are many kinds of pets.
- Animals need air, food, water, and shelter.
- Each kind of pet has its own needs.
- Human beings have a responsibility to pets.

OBJECTIVES	*PROCEDURES*		*RELATED CONTENT AREAS/SKILLS*	*MATERIALS*
The children will:	Teacher	Children		
. identify ways to care for pets. . understand how pets can be friends. . research specific pet care needs. . observe pets' behaviors and interpret possible meanings. learn about humane treatment of animals.	. preplans visit to pet store with shop owner. . shows pictures of children with pets. . elicits information about children's pets. . leads discussion on how pets can be friends. . asks how to care for pets. . suggests trip to pet store as way to find out more about pet care. . lists pets children might see at the store. . encourages observation of pets to see what they need. . distributes trip boards (Appendix A7). . helps children find information about each pet. . makes class book on pet care from completed trip boards.	. look at pictures. . discuss pets as friends. . tell about their own pets or pets they want. . contribute ideas about pet care. . suggest kinds of pets they might see on trip. . select animal(s) to research. . observe pets to see what they need. . fill in trip boards in pet store; ask necessary questions. . organize class book and illustrate cover.	Communication Arts: - collecting information - developing vocabulary - appreciating poetry - reading Creative Arts: - using dramatic play - cutting and pasting - creating puppets Health and Physical Education: - proper handling of animals - needs of animals Mathematics: - measuring pets - comparing size and shape of pets Science: - humane treatment of animals - observation - prediction - pet care Social Studies: - planning trip to a pet store - learning that animals are friends - observing people who work with animals	pictures of children with pets trip boards pencils crayons *VOCABULARY* humane environment research pet litter box leash canary parakeet dog cat guinea pig rabbit goldfish turtle hamster mice insects gerbil

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What pets do you have? What pets would you like to have?
2. How can you tell that the children and pets are friends?
3. How do we care for our pets?
4. How does your pet let you know when he's hungry? wants to go outside? wants to be petted? is tired?
5. What can we ask the shopkeeper about pet care?
6. Based on your pet's needs, can you design a new kind of home for it?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Can children identify the needs of different pets and how to meet them?
- Can children name appropriate pets for a home?
- Can children define friendly behaviors of pets and why people like having pets?
- Can children collect and record information gathered on the trip?
- Do children watch the animals to determine what signals they might be giving?
- Do children know ways to treat animals humanely?

SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To make paper-bag puppets for use in dramatic play.

Motivation:
Teacher reads one of the poems about pets (Appendix A8).

Materials:
drawing paper, crayons, felt and paper scraps, colored pipe cleaners, wooden sticks, straws, stickers, buttons, stryofoam, yarn, magic markers, glue, paper bags, scissors

Procedure:

- Children draw a picture of a pet's face.
- Teacher assembles assorted materials for puppets; gives each child a paper bag.
- Children create puppet by gluing assorted materials onto paper bag using drawing of pet as a guide.
- Teacher helps children develop puppet play with dialogue between pets, between pets and their owners, or based on a familiar storybook about a pet.
- Children use puppets for dramatic play and share them with other children.

Follow-Up:

- Making a toy for a pet.
- Designing a placemat for pet's food.
- Writing a story about a pet.
- Measuring activities (Appendix A9).
- Collecting pet pictures and suggesting titles for them.
- Naming pets in pictures.
- Matching descriptions of pets to pictures of pets (Appendix A10).

LANGUAGE EMPHASIS FOR THE LEP CHILD

names of different animals
pets
paper-bag puppet
names of different pet habitats
pretend

- Why are puppies good pets?
  - Because they like to play.
- What other animals are good pets?
  - (Hamsters.)
- What animals aren't good pets?
  - (Lions.)
- Is (an elephant) a good pet?
  - No, it isn't.
- Why isn't (an elephant) a good pet?
  - Because it's (too big).
- You are going to make a paper-bag puppet of a pet. First, you are going to draw the pet's face. Then, you are going to glue things onto the paper bag. Then, you are going to name your pet.
- Pretend your turtle and Josie's fish live in the same tank. What would your turtle say to Josie's fish?
  - Hello, my name is Toby, the Turtle. What's your name?
- Pretend your dog, Barky, wants to go to the park. How does she tell you she wants to go out?
  - Woof, woof! I want to go to the park. I want to run and play!

THEME
Friends

LEARNING EXPERIENCE
We Move with Friends

CONTENT AREA
Physical Education and
Communication Arts

CONCEPTS

- We can express ourselves without words through movement.
- We can move our bodies in personal space and/or general space.
- Stories can be told in pantomime.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . pantomime teacher-suggested and original expressive activities, alone and with a partner. . move in designated space. . pantomime scenes from a favorite story.	. reviews previously developed concepts of movement in personal space and general space. . demonstrates how movements alone communicate ideas: eating, throwing, greeting. . suggests actions to pantomime, e.g., sleeping, comforting a pet. . guides in selecting partner(s). . suggests activities to pantomime with partner(s), e.g., putting on coats, pulling each other out of a deep hole. . elicits ideas to be pantomimed with partner(s). . asks groups to pantomime a secret idea; class identifies the idea.	. recall and verbalize ways to move their bodies in personal space, general space. . observe and identify teacher's movements. . pantomime teacher's suggestions. . select partner(s). . pantomime suggested activities with partner(s). . offer ideas. . volunteer to demonstrate or observe performers and guess what they are doing.	Communication Arts: - listening - identifying and naming - selecting a story - pantomiming scenes from a story, separately and in sequence Creative Arts: - moving bodies in original ways to communicate ideas Health and Physical Education: - improving communication of ideas and feelings through movement - understanding body language - using body parts imaginatively and creatively Mathematics: - using position terms Science: - using observation skills Social Studies: - working cooperatively with others	- story books - optional appropriate accessories such as scarves **VOCABULARY** personal space general space pantomime body movement partners characters

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. Can you guess what I'm doing now? (acts out eating, throwing, greeting)
2. How can you tell us something without talking?
3. What other body movements can you use to tell us the same thing?
4. How do you think this story character would move? Why?
5. What part of the story are these children pantomiming? How do you know?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Are children able to identify the intent of teacher and/or children communicating without language through movement?
- Can children express ideas through movement?
- Can children generate original ideas for communicating through movement?
- Can children tell a familiar story in scenes, and in sequence, using movements?

SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To tell a story in pantomime.

Motivation:
Teacher asks children if they can tell a story without words, using the movements they have developed in "We Move with Friends."

Materials:
small collection of favorite story books

Procedure:

. Teacher tells children they can pantomime a story; asks them to vote for one of a few stories.

. Teacher discusses how children can move and act to express a character and/or action.

. Partners or small groups volunteer, one at a time, to pantomime a scene from the story.

. Children observe and tell what part of the story is being pantomimed and how they know.

Follow-Up:

. Pantomiming a story in sequence, with and without narration.

. Inviting another class, writing and decorating programs, and performing the pantomime for them.

LANGUAGE EMPHASIS FOR THE LEP CHILD

body without pantomime
vote move act

. How can you tell us a story without talking?
  - I/we can move my/our body/bodies.
  - I/we can pantomime.
  - I/we can act like somebody.

. Today we will tell a story without talking. We will pantomime a story. First, we must pick a story to pantomime. Here are some of our favorite stories. Can you name them?
  - Children name them with teacher's assistance.

. Let's vote for the story we will pantomime.
This is how you will vote:
I will hold up a story book.
If you would like to pantomime that story, raise your hand.
We will pantomime the story that gets the greatest number of votes.
  - Children vote.

. Show us how you would move if you were a (billy goat)?

. Who would you like to pantomime with?
  - I would like to pantomime with (Camelia).

. What part of the story are they pantomiming?
  - They are pantomiming the part when (the biggest billy goat crosses the bridge).

. How do you know?
  - Because (she is taking big steps).

ESL EXTENDED LESSON FOR THE LEP CHILD

Aim:

To use irregular past tense forms: cut, wrote, made, drew

To use the grammatical form: We should (______).

To make a folder for pencil-pal letters.

Motivation:

Teacher says, "We received/will receive letters from our pencil pals. Where can we keep them to make sure we won't lose them?" Teacher elicits folders as a suggestion, and says, "Today, we are going to make folders."

Materials:

canceled stamps from children's native countries (collected previously), paste, 12" x 18" construction paper with a pencil fold line drawn 3" across the bottom of the 18" side, scissors, crayons. (A week or two prior to this activity, notes should be sent home encouraging parents to contribute canceled stamps from their native countries.)

Procedure:

. Teacher asks, "What should we use to make the folders?"
  - Children respond, "We should use (paper)."
. Teacher distributes prepared construction paper with pencil fold line already drawn.
. Teacher says, "We should fold the paper on the pencil line." Teacher demonstrates/assists.
. Teacher says, "Now we should fold the paper in half." Teacher demonstrates/assists.
. Teacher reviews names of prepared materials: canceled stamps, paste, scissors, crayons.
. Teacher says, "We made our folders. What should we do next?"
  - Children respond, "We should (draw/paste/decorate) them."
. Teacher directs children to write their names on folders and allows time for children to complete covers of folders.
. When covers are completed, teacher says, "What did we do today?"
  - Children say, "We made folders."
. Teacher says, "What else did we do today?"
  - Children say, "We cut stamps." "We pasted stamps." "We wrote our names." "We drew pictures."
. Teacher says, "Let's write a letter to our pencil pals to tell them what we did."
. Teacher again says, "What did we do today?"
. Teacher lists children's responses on sentence strips, e.g., "We made folders." "We cut stamps." "We pasted stamps." "We drew pictures." "We wrote our names."
. Teacher reads strips with children and distributes prepared ditto "A Letter about Our Folders" (Appendix All).
. Teacher directs children to take one sentence strip and copy it onto their letters.
  - Children exchange sentences and copy a second sentence onto their letters.
  - Children sign their names at end of letter.
. Teacher encourages children to read their letters.
  - Children mail letters.

Numbers Around Us

RATIONALE

Young children may not be aware of the many ways in which numbers are involved in their daily activities. Through concrete experiences--such as taking number walks, creating and duplicating patterns with colored cubes or body movements--mathematics becomes an inviting subject. Enjoyment of learning is enhanced when children have fun discovering numbers all around them.

"Numbers Around Us" can be used at various times throughout the school year. It relates mathematical computation to children's practical experiences. Social studies, communication arts, and other curriculum areas become a springboard for number activities.

Worksheets may follow a variety of developmental hands-on activities. Children's readiness for each experience should be determined by the teacher.

Numbers Around Us

COMMUNICATION ARTS

SPEAKING
- Planning trip
- Discussing numbers found in classroom and community
- Describing places where numbers have been found
- Brainstorming for number-related story titles
- Dramatizing stories and songs
  - using no props
  - using flannel-board figures, puppets, and other interpretive devices
- Expressing ideas
- Telling story in own words
- Retelling story with one additional character

BEGINNING WRITING
- Writing own name
- Recording information on grids and trip boards
- Writing numerals
- Creating new stories

BEGINNING READING
- Using visual discrimination
- Using left-right progression
- Reading experience charts cooperatively and individually
- Being aware of sequential order
- Creating class birthday chart

LISTENING
- Following directions
- Enriching vocabulary
- Enjoying literature
- Thinking creatively
- Responding to verbal and auditory cues
- Analyzing sound patterns

MUSIC

RHYTHMIC PATTERNS
- Learning that rhythm is a part of music
- Using rhythm instruments to create sound patterns
- Identifying sound patterns
- Interpreting sound patterns through body movement

SINGING
- Songs can be fast, slow, funny, sad
- Songs can teach things
- Songs can tell stories, including number stories
- Songs can be dramatized
- Singing can be done individually or in groups
- Songs can be interpreted with hand movements

HEALTH AND PHYSICAL EDUCATION

GROSS MOTOR ACTIVITIES
- Taking a neighborhood walk
- Moving to rhythmic patterns
  - hopping
  - skipping
  - jumping
- Becoming aware of direction
- Using body parts creatively
- Utilizing individual and general space

SAFETY
- Rules for behavior on class trip
- Rules for using art materials safely

FINE MOTOR ACTIVITIES
- Creating art projects
  - stringing
  - pasting
  - cutting

COUNTING
- Number of letters in name
- Numbers on buildings, boxes, signs, and other items assigned on trip boards
- Number of windows, doors, tables, and other items at home
- Awareness of cardinal and ordinal counting

SCIENCE

SCIENTIFIC METHOD
- Observing
- Classifying
- Exploring
- Finding relationships
- Noticing details

SOUNDS
- Vibrations and sound
- Differences in sound
  - high, low
  - loud, soft
  - fast, slow
- Sounds are produced by striking, plucking, and rubbing in different ways
- Different kinds of objects make different kinds of sounds

LIVING THINGS
- Needs
  - food and water
  - shelter
  - air

  Differences in appropriate environment

SOCIAL STUDIES

COMMUNITY RESOURCES
- Identifying various modes of transportation in neighborhood
- Noticing details about community
- Observing how neighborhoods utilize numbers

SOCIAL LEARNINGS
- Participating in group activities
- Sharing materials
- Making choices and decisions
- Contributing ideas

ART

COOPERATIVE COLLAGE
- Drawing representational objects
- Cutting out pictures
- Placing pictures on a background
- Pasting materials

COLLAGE AND CONSTRUCTION
- Making collage of numerals
- Creating story kites
- Constructing pattern mobiles
- Planning a design
- Using materials of various textures, shapes, sizes

DRAWING
- Drawing number people or number animals
- Illustrating word and number stories
- Creating and illustrating "Number" books.

MATHEMATICS

SETS, NUMBER, AND NUMERATION
- Recognizing numerals
- Writing numerals
- Number properties in stories and songs

COMPUTATION SKILLS
- Understanding symbols: +, -, =, placeholder
- Reading and writing number sentences
- Expressing word problems as number sentences
- Adding whole numbers with sums through 10
- Subtracting whole numbers with differences through 10
- Identifying related addition and subtraction facts through 10
- Illustrating concept of "one less" and writing corresponding number sentences

PROBLEM SOLVING: PATTERNS
- Understanding numerical patterns
- Planning a numerical sequence
- Interpreting patterns in a variety of ways
  - body movement
  - art activities
  - rhythm instruments

MEASUREMENT
- Comparing names to find which are longer and shorter
- Becoming aware of individual differences in height, weight, birthdates, and other personal statistics

GRAPHS
- Reading and interpreting graphed information
- Understanding quantitative relationships relevant to graphs
- Constructing a graph correctly
- Understanding why graphs are useful

THEME
Numbers Around Us

LEARNING EXPERIENCE
Counting Letters in Your Name

CONTENT AREA
Mathematics and
Communication Arts

CONCEPTS
- . Numbers are important to each of us.
- . Each name is made up of a specific number of letters.
- . Letters can be counted.
- . We can compare the names of class members.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . count letters in names. . contribute to a class graph. . discuss quantitative relationships relevant to the graph. . read and interpret information on a graph.	. distributes name cards. . asks children to count number of letters. . presents grid for name graph (Appendix B1). . calls on child to fill in name. . emphasizes correct writing procedures. . selects children; guides procedures. . asks questions to compare names. . distributes Name Pair Game (Appendix B2). . instructs group to fill in name pairs. . has children compare names and write totals. . provides opportunity for other children to play game.	. recognize their names and choose their own cards. . count number of letters in their names. . observe the graph. . discuss ways to fill in graph correctly. . fill in their names one at a time, using name cards if needed; watch other names being written. . interpret information about the names. . write names as instructed. . count, write, and compare number of letters in names.	Communication Arts: - writing names - noting left to right progression - using phonics/ phonetic analysis - reading names - following directions - using visual discrimination Creative Arts: - drawing Health and Physical Education: - understanding growth Mathematics: - writing numerals - comparing sets - counting - using nonstandard units Science: - observing - graphing - measuring Social Studies: - working in groups - using numbers as hallmarks	prepared name cards grids for "Name Pair Game" and for name graph paper for "My Number Book" **VOCABULARY** graph grid name compare count numbers numerals longer shorter equal same more than less than pairs letters

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. How many letters are in your name?
2. Can you find the shortest name? longest name? names with the same number of letters?
3. In what ways can you compare your name with another child's name? (e.g., "How many children have names that begin with the letter J?")
4. What other kinds of things can we put on a graph? (e.g., favorite snacks).
5. Why are graphs useful?
6. Do you think long or short names are better? (Discuss.)

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Were children able to count letters in names?
- Did children write their names correctly on the graph?
- Were children able to perceive differences in lengths on a grid?
- Were children able to compare and contrast names on the graph?
- Which children were able to read almost everyone's name?
- Which children experienced difficulty? How?

SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To make "My Number Book" and see how numbers are meaningful.

Motivation:
Teacher prepares grab bag with small items. Holds up birthday candle and asks, "What numbers do you think of when you see this?" Repeats, having children select items.

Materials:
grab bag including: candle, toy house, toy phone, puppet, tape measure, and shoe; booklets, scale, data on children such as: birth dates, ages, heights, weights, addresses

Procedure:
- Teacher distributes materials for "My Number Book."
- Children copy title; create cover design.
- Children write name on first page and decorate.
- Children write "My name is _____. My name has ___ letters."
- Children complete successive pages of book (Appendix B3).
- Teacher encourages discovery of information.
- Children share books.

Follow-Up:
- Count the Numerals (Appendix B4).
- Creating a class birthday chart.
- Reading literature about names (e.g., Tikki Tikki Timbo, Rumplestiltskin).
- More than/Less than game (Appendix B5).
- Name Match (Appendix B6).
- Drawing Sets (Appendix B7).

LANGUAGE EMPHASIS FOR THE LEP CHILD

copy draw trace count

- Take an item from the bag.
- What is it?
  - It's a (telephone).
- What numbers do you think of when you see this?
  - My (telephone number).
- (Teacher repeats with other items.)
- This is your "Number Book."
- It is for all your special numbers.
- What is your name?
  - My name is __________.
- How many letters are in your name?
  - There are ____ letters in my name.
- When is your birthday?
  - My birthday is __________.
- How old are you?
  - I am _____ years old.
- What is your address?
  - My address is ______.
- What is your telephone number?
  - My telephone number is _____.
- How many people/sisters/brothers are in your family?
  - There are _____ people/sisters/brothers in my family.
- How tall are you?
  - I am _____ inches tall.
- How much do you weigh?
  - I weigh _____ pounds.
- What is your shoe size?
  - My shoe size is _____.

THEME
Numbers Around Us

LEARNING EXPERIENCE

Looking for Numbers in Our Neighborhood

CONTENT AREA
Mathematics and
Social Studies

CONCEPTS

- Numbers can be seen in many different places.
- Numbers are used in various ways.
- Numbers facilitate movement, sequence, identification, and organization.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . take a neighborhood walk to locate and identify numbers in their environment. . recognize the importance of numbers. . look at reasons for random vs. ordered numbers. . gather information and use reporting techniques.	. asks children if they can find numbers on their personal belongings. . leads discusson on where else numbers can be found. . has children look for numbers in classroom. . elicits descriptions of findings. . suggests neighborhood walk. . distributes one trip board with two activity sheets to each child and explains tasks (Appendix B8). . takes class on walk to look for numbers. . discusses findings. . asks children where they saw numbers in sequence. . helps children distinguish between random and ordered numbers.	. look for numbers on items such as clothes, shoes, books. . contribute to discussion. . search room for places where numbers are used. . describe findings. . suggest places to look for numbers in the neighborhood. . read and discuss tasks; ask questions for clarification. . observe numbers in the neighborhood and make notes on trip boards. . describe things they saw. . use trip boards for reference. . describe random and ordered numbers they have seen.	Communication Arts: - using visual discrimination - writing and recording - reporting - making generalizations Creative Arts: - representational drawings - class collage - imaginative drawings Health and Physical Education: - walking outdoors as exercise Mathematics: - reading and writing numerals - functions of numerals - numerical patterns - practical use of numbers Science: - planning - classifying - collecting data - noticing details Social Studies: - awareness of community - awareness of signs	Individual trip boards (Appendix B8) pencils **VOCABULARY** addresses street signs license plates wheels number numeral observe trip board buildings clothing fire hydrants signs boxes first second third fourth fifth neighborhood

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. Can we see any numbers on things that belong to us?
2. Where else can we find numbers in our room? in our neighborhood?
3. Why do you think these numbers are here?
4. How do you think people decide which numbers to use?
5. What would happen if there were no numbers on things?
6. What other methods can people use to identify their own property?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Can children locate and identify numbers in their environment?
- Can children explain ways in which numbers are important in their lives?
- Can children find examples of random and ordered numbers?

SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop a group collage/mural representing places where numbers are found in the neighborhood.

Motivation:
Teacher presents street scene as background for group collage/mural; encourages responses about what belongs on the street.

Materials:
large piece of paper for background, crayons, scissors, completed trip boards, construction paper, paste or glue

Procedure:
- Children refer to their individual trip boards to choose something from the number walk to draw.
- Each child selects, draws, and cuts out one item for the collage/mural, e.g., house, taxicab, street sign.
- Children add numerals in appropriate places on their drawings.
- Children decide where to put their drawings on street background.
- Children paste drawings onto street background.

Follow-Up:
- Listing places where we find numbers at home.
- Counting the number of doors, windows at home (Appendix B9).
- Creating a collage of numerals.
- Drawing a number and turning it into a "number person" or a "number animal."
- Follow the Dots (Appendix B10).

LANGUAGE EMPHASIS FOR THE LEP CHILD

street mural
next to
building
above
taxicab
on
store
neighborhood
signs

- Where did we find numbers in the neighborhood?
  - We found numbers on (buildings).
- Did we find any on (signs)?
  - Yes, we did; No, we didn't.
- We are going to make a street mural of things we saw on our number walk.
- You are going to draw a picture of something that belongs on the mural. Then you will cut it out and paste it on the mural.
- Look on your trip board for something that belongs on the mural.
- Why does a (taxicab) belong?
  - Because it has numbers.
- Why do (buildings) belong on the mural?
  - Because they have numbers.
- Where are you going to place your picture?
  - Over here/there. Next to (this car). On the (sidewalk).
- Where is your (taxi)?
  - It's (on the street), (next to the red car).
- Where is (Sara's store)?
  - (Her store) is (next to my building).
- What is (next to the bus)?
  - The (sign) is (next to the bus).
- Are the numbers (above the door) or (on the door)?
  - They are (on the door).

THEME
Numbers Around Us

LEARNING EXPERIENCE
Finding Numbers in Literature

CONTENT AREA
Communication Arts and Mathematics

CONCEPTS
- Literature is language at its best.
- Numbers are a part of literature.
- Working with numbers can be fun.
- Listening to stories develops skills in critical thinking.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS	VOCABULARY
	Teacher	Children			
The children will: . become aware of and identify numbers in literature. . share ideas orally by retelling a story. . use dramatization (flannel-board figures, puppets) to interpret a story.	. reads "Three Billy Goats Gruff" (or other story about three). . asks comprehension questions, e.g., "Why did the goats want to cross the bridge?" . directs sequential retelling of story. . draws attention to number of characters and their actions. . introduces flannel-board figures or puppets (Appendix B11). . directs retelling of story with flannel-board figures or puppets. . elicits names of other stories about three; lists names on chart. . leads cooperative reading of chart. . repeats procedure with other stories at a later time.	. listen to story. . contribute responses to questions. . retell the story in their own words. . note sets of characters and what they do. . describe figures presented, referring to the story. . participate in retelling story using figures. . brainstorm story titles. . read chart.	Communication Arts: - recalling details - appreciating literature - recalling sequence of events - expressing ideas - understanding stories Creative Arts: - illustrating - dramatizing Health and Physical Education: - spatial awareness Mathematics: - counting - number sentences - sets - ordinal numbers - number facts Science: - needs of living things Social Studies: - contributing ideas - working cooperatively in groups	flannel-board figures, or puppets story book chart paper marking pens	first second third last troll billy goat gruff set bridge words that express relative size

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What number is important in this story?
2. What other stories use this number?
3. What happened first? second? next?
4. How did the goats cross the bridge safely?
5. How would you tell this story if you were the troll?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Can children identify stories where numbers are used?
- Can children tell a story in their own words?
- Can children act out a story in different ways?

SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To create number sentences using a familiar story.

Motivation:
Teacher retells "Three Billy Goats Gruff" using flannel-board figures or puppets.

Materials:
flannel-board figures or puppets

Procedure:
. Teacher suggests that different number stories can be created for this story.
. Children recall beginning of story.
. Teacher asks, "How many goats are there on this side? (3) How many goats have crossed the bridge?" (0) Writes 3, 0.
. Teacher asks, "How many goats in all?" Writes 3 + 0 = 3.
. Teacher repeats questions as story is retold.
. Children look for new number sentences.
. Teacher lists number sentences for each part (e.g., 2 + 1 = 3 shows that first goat has crossed bridge).
. Children choose one number sentence to illustrate in a new way.

Follow-Up:
. Number Fun learning center.
. Activities for Number Fun learning center (Appendices B12-B15).
. Creating a story with one more character, e.g., "Four Billy Goats Gruff."

LANGUAGE EMPHASIS FOR THE LEP CHILD

billy goats first smallest
troll next medium-sized
bridge last biggest

. Which one is the (biggest)?
  - This one is the (biggest).
. Why did the billy goats want to cross the bridge?
  - They wanted to eat grass.
. Who lives under the bridge?
  - The troll lives under the bridge.
* . How many goats are there on this side?
  - There are three goats on this side.
* . How many goats have crossed the bridge?
  - None/zero have crossed the bridge.
* . How many goats in all?
  - There are three goats in all.
* . Let's read the number story together.
  - Three and zero are three.
* . Which billy goat is crossing the bridge (first)?
  - The (smallest) goat is crossing (first).
. What does the troll say?
  - (Teacher accepts any response.)
. What does the (smallest) billy goat say?
  - (Teacher accepts any response.)
. (Teacher repeats asterisked questions as story is retold.)

THEME

Numbers Around Us

LEARNING EXPERIENCE

Listening for Number Patterns*

CONTENT AREA

Music
Science
Physical Education
Mathematics

CONCEPTS

- When tapped, different objects make different sounds.
- We can create patterns with sounds and concrete objects.
- We can be aware of space around us as we move.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
The children will:	Teacher	Children		number cards
. respond to verbal and auditory cues. . listen, repeat, and move to patterns. . create sound patterns.	. demonstrates a pattern by clapping hands and snapping fingers. . asks for numbers heard in pattern; writes numbers; . has one child pick number card and tap something in room (e.g., 3, taps 3). . has second child pick a different card and tap something else. . taps 3,2 pattern; children tap or pat parts of the body. . has two more children pick cards for new pattern. . elicits ways to move whole body to new pattern (e.g., 4,1). . claps, snaps to pattern. . encourages new movements with new patterns.	. listen to pattern and observe repetitions. . identify numbers of claps and taps heard. . observe child choosing object to tap and listen to sound. . follow pattern by tapping or patting parts of the body. . observe cards picked and read the numbers. . suggest ways to move (hop, tiptoe, skip). . move according to new pattern (e.g., 4 skips, 1 hop); may clap or snap along with teacher. . take turns choosing cards; participate in game.	Communication Arts: - listening to directions - thinking creatively - following directions - describing sounds Creative Arts: - using rhythmic patterns - creating designs - listening for sounds Health and Physical Education: - responding to cues - utilizing general space - being aware of direction - using body parts creatively Mathematics: - using numerical patterns - planning a numerical sequence Science: - vibrations - high and low sounds - loud and soft sounds Social Studies: - working cooperatively	**VOCABULARY** rhythm pattern snap clap pat tap tiptoe hop skip walk space body

---

* For related activities see CIMS - Comprehensive Instructional Management System: A Cyclical Mathematics Curriculum, Scope K-1 (Brooklyn, New York: New York City Board of Education, 1983), pp. 131-138.

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. How many claps did you hear? how many snaps?
2. What else can you use to make the pattern 3,2?
3. What parts of your body can you move to this sound?
4. How can you move your whole body to this sound?
5. What other patterns can you think of?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did children change movements according to the sounds heard?
- Did children hear and repeat patterns?
- Can children find ways to create new sounds?
- Can children make numerical patterns with familiar sounds?

SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To create pattern mobiles from wire hangers to reinforce numerical patterning.

Motivation:
Teacher presents preceding whole class activity on patterning.

Materials:
In mathematics center: string, wire hangers, crayons, paper, scissors, glue, pattern grids, assorted materials such as styrofoam, beads, buttons, straws, stickers, etc.

Procedure:
- Children select materials and plan three designs on pattern grids (Appendix B16).
- Children count and name pattern (e.g., 3,2).
- Children glue or string chosen objects in place as planned to create each pattern.
- Teacher assists in attaching three patterns to wire hanger (Appendix B17).
- Children label hanger with name of pattern.

Follow-Up:
- Seeing patterns in a name (Appendix B18).
- Using rubber stamps, stickers, or colored cubes to make patterns.
- Using rhythm instruments to create patterns.
- Task card: "My Pattern Picture" (Appendix B19).

LANGUAGE EMPHASIS FOR THE LEP CHILD

pattern mobile	hanger
pattern grid	glue
names of materials for making patterns	string

- How can we make a pattern with boys and girls?
- Let's count the boys and girls to find the pattern.
  - (1,2 girls; 1,2,3 boys; 1,2 girls; 1,2,3 boys).
- How else can we line up to make a pattern?
  - (Teacher accepts any suggestion; repeats counting.)
- We are going to make our own patterns, or, You are going to make your own patterns.
- Use the grid to plan your pattern.
- Are you going to glue your pattern?
- Are you going to string your pattern?
  - I'm going to glue/string my pattern.
- Let's count the objects to find your pattern.
  - (1,2,3 buttons; 1,2 beads).
- What is the name of your pattern?
  - (3 buttons, 2 beads; or, 3,2).
- Let's name your pattern.
- Let's glue your pattern on the grid.
- Let's string your pattern.
- Let's hang your pattern on the hanger.

THEME

Numbers Around Us

LEARNING EXPERIENCE

Dramatizing a Song about Subtraction*

CONTENT AREA

Music
Communication Arts
Mathematics

CONCEPTS

- Learning a song is an enjoyable experience.
- Music is a form of communication.
- Songs can tell us about people, animals, and things.
- Songs can include number stories.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . learn a song. . see how numbers play a role in a song. . dramatize the actions of a song.	. introduces the song "Ten in the Bed" (or other song about subtraction) as a finger play (Appendix B20). . sings the song and directs hand movements. . sings one line at a time. . calls on ten children to enact the song. . leads the song while selected children dramatize actions. . repeats with new group, encouraging all to sing along. . repeats the song with children during the day. . discusses the number relationships in the song.	. sing the song and follow along with hand movements. . repeat one line of the song at a time. . stand in a group of ten; one at a time pretending to fall, or leave group. . sing along; participate in or observe dramatization. . recall song, learn words through repeated singing. . discuss what happened each time "one fell out."	Communication Arts: - listening - ordering events sequentially - enjoying language Creative Arts: - rhythm - singing - dramatization Health and Physical Education: - utilizing general space - responding to cues - communicating through movement Mathematics: - one less - subtraction - spatial relationships - reading and writing number sentences Social Studies: - group interaction	song (Appendix B20) **VOCABULARY** bed little roll over out in less dramatize act pretend

* For related activities see CIMS - Comprehensive Instructional Management System: A Cyclical Mathematics Curriculum, Scope K-1 (Brooklyn, New York: New York City Board of Education, 1983), pp. 263-266.

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What did it feel like to have ten children in the bed?
2. What other groups of ten could you have in the bed? (e.g., ten ducks, ten pillows).
3. What happened when they all rolled over?
4. What can you say about the number of children in the bed as the song continues?
5. What would you tell your children if they were all playing in the bed?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did children sing along and recall the words of the song?
- Could children talk about the number relationships in the song?
- Did children pretend to do what the song described?
- Did children enjoy the experience?

SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To create number sentences using a familiar song.

Motivation:
Teacher asks what number stories can be found in the song "Ten in the Bed." Elicits responses and writes them as number sentences.

Procedure:
- Teacher and children review song while ten enact the song.
- Children repeat song, stopping after "one fell out."
- Teacher elicits appropriate number sentence for song action so far (10 - 1 = 9) by asking, "How many were in the bed this time?" "How many fell out?" "How many are left?"
- Teacher continues song and dramatization, stopping to elicit and write number sentences for each action.

Follow-Up:
- Singing other songs involving subtraction (Appendix B21).
- Chart a Song (Appendix B22).
- Sequencing number stories (Appendix B23).
- Making "One Less" books (Appendix B24).
- Clothespin Game (Appendix B25).
- Goldfish Game (Appendix B26).

LANGUAGE EMPHASIS FOR THE LEP CHILD

number sentence
bed
fell out
none
roll over
rolled
all

- How many were there in the bed this time?
  - There were ten in the bed.
- How many fell out?
  - One fell out.
- How many are left?
  - Nine are left.
- Let's write the number sentence. (10 - 1 = 9)
- (Teacher repeats procedure until the last one is left.)
- How many fell out this time?
  - None.
- How many are left?
  - One is left.
- What would happen if the little one fell out?
  - There would be no one (none) in the bed.
- Let's write the number sentence. (1 - 1 = 0)

ESL EXTENDED LESSON FOR THE LEP CHILD

Aim:

To reinforce prepositions (in, next to, near, far).
To practice counting.

Motivation:

Teacher says, "We are going to play a game, 'In the Box'".

Materials:

large box; tape for baseline; 10 buttons (or any other small object) for each child; chalk to draw circles on floor; labels for circles; bags labeled in, next to, near, far from.

Procedure:

- Teacher draws 3 concentric circles on floor to represent the boundaries of next to, near, and far from (Appendix B27). The box is placed in the center.
- Teacher marks baseline a reasonable distance from the box.
- Teacher introduces the prepositions by demonstrating with buttons and placing word cards in appropriate areas. For example: "This card says in. This button is in the box."
  - Children take turns tossing buttons from the baseline.
- Teacher asks, "Where is the button?" "Is the button in the box or next to the box?"
  - Child responds, "The button is in the box."
- After the buttons have been tossed, teacher asks, "How many buttons are there in the box?"
  - Child counts and answers, "There are (2) buttons in the box."
- Teacher introduces sorting activity with bags. Bags are labeled in, next to, near, far from. Teacher says, "This bag says, in. It's for all the buttons that are in the box."
- Teacher instructs child to look at the card that says in. Teacher says, "Take the buttons that are in the box and put them in the bag that says in."
- Teacher follows same procedure for next to, near, and far from.
- Teacher picks up a bag and says, "What words are on this bag?"
  - Child answers, "far from."
- Teacher says, "Find the card that says far from on the floor. Put the card in the bag."
- Teacher repeats procedure for all prepositions.

Follow-Up:

- Children play "In the Box" game, keeping score on chart (Appendix B27).
  Teacher asks, "How many are in the box?" "How many are not in the box?"
  - Child counts appropriate tally marks.

ESL EXTENDED LESSON FOR THE LEP CHILD

Aim:

To reinforce "How many" questions and "There are" responses.
To review subtraction number sentences.

Motivation:

Teacher recites finger play "Ten Little Fish" (Appendix B28); children join in with appropriate hand motions.

Materials:

cards marked with number stories to represent each verse (e.g., 10 - 1 = 9); materials for making fish puppets: paper, crayon, one stick (or pencil) per child, scissors

Procedure:

. Teacher recites first verse only; elicits number story and writes it on board. For example:
  "How many fish are there?"
  - "There are ten fish."
  "How many swim away?"
  - "One swims away."
  "How many fish are there now?"
  - "There are nine."

. Teacher writes number story, "10 - 1 = 9."

. Teacher says, "Now read the number story."
  - "Ten take away one is nine."

. Teacher repeats this procedure with subsequent verses. (Teacher helps children say "Now there is one" for the next to last verse.)

. Teacher says, "Now we are going to make our own fish puppets to tell the story in a new way."
  - Each child draws, cuts out, and attaches fish to a stick.

. Teacher encourages children to dramatize poem with fish puppets. Displays number-story cards on chalkboard ledge or on floor.
  - After each verse, the child who "swims away" finds the correct number-story card to represent the verse from the story.

. Teacher says, "Read us the card that tells the number story."
  - There are (ten) fish. One swims away and now there are (nine). (Ten) take away one is (nine)."

Follow-Up:

. Teacher helps children make a book called "Ten Little Fish."

. Children illustrate book by drawing ten fish on first page and one less on subsequent pages, write corresponding number story on each page, and share books with friends.

Brushes

RATIONALE

The social studies curriculum includes knowledges and skills related to children's environments and experiences. One important social studies understanding is that people use tools to provide products and services.

"Brushes" is a unique theme which can be used to launch a thorough exploration of the many kinds of tools used in the home and community, including shovels, pens and pencils, and spoons.

Children come to school familiar with many objects and situations. They can identify specific attributes of these objects and situations and generalize their common characteristics. An in-depth study of brushes creates many opportunities for children to further develop these thinking skills.

Young children think inductively. The "Brushes" theme parallels the way they learn naturally. Children need to manipulate and explore the characteristics of brushes.

By exploring and identifying brushes at school and at home, they are able to make generalizations about their descriptions and uses, and apply these learnings to new situations.

In this theme a variety of activities is presented to encourage children to investigate the properties of brushes as tools. Through talking about brushes and working with them, children explore their characteristics and discover their practical applications. They can also produce similar objects made out of different materials--inventing new brushes!

"Brushes" correlates writing and oral language development with everyday experiences that help develop positive health care habits. Children develop skills in scientific observation and classification as they move out into the home and community to note the function and use of brushes. Related music and art activities enhance the theme.

COMMUNICATION ARTS

SPEAKING
- Describing attributes of brushes
- Developing new vocabulary
- Reciting poetry
  - individually
  - choral speaking
- Sharing group experiences
- Using descriptive language
- Using creative expression
  - questions for a dentist
  - new names for familiar brushes
  - inventing new kinds of brushes
  - tooth fairy story

LISTENING
- Enjoying poetry and riddles
- Interviewing school workers
- Appreciating folklore
- Relating poetry to personal experience
- Becoming aware of language patterns

BEGINNING READING
- Making inferences
- Recognizing compound words in brush names
- Understanding sequential order
- Playing a board game
- Reading experience charts
- Thinking critically
- Recalling details
- Generalizing
- Classifying
- Finding similarities and differences in words
- Recognizing words

BEGINNING WRITING
- Recording information on charts
- Creating books on brushes
- Writing tooth story
- Sending letter to dentist

Brushes

HEALTH AND PHYSICAL EDUCATION

CLEANLINESS AND DENTAL HEALTH
- Using brushes for good grooming
- Understanding how and why to care for teeth
  - cleanliness
  - nutrition
  - regular visits to the dentist

SAFETY
- Learning rules for using art materials safely

MUSIC

SINGING
- Creating new words for familiar song
- Dramatizing song

SCIENCE

PROCESSES
- Observing
- Experimenting
- Evaluating results
- Recognizing properties
- Drawing conclusions
  - form follows function
- Understanding cause and effect

SENSORY AWARENESS
- Being aware of how different brushes look, smell, and feel
- Recording sensory observations on a chart

UNDERSTANDINGS ABOUT TEETH
- Differences between baby teeth and second teeth
- Different teeth have different functions
  - front sharp teeth: biting
  - back flat teeth: chewing
- Teeth are an important body part

MATHEMATICS

SETS AND NUMERATION
- Counting
- Classifying

MEASUREMENT
- Measuring materials needed to create a brush
- Comparing
- Estimating

SPATIAL RELATIONSHIPS
- Recognizing position terms, such as in front of and next to

GRAPHS AND RECORDKEEPING
- Filling in a toothpaste graph
- Recording data about weekly toothbrushing

GEOMETRY
- Recognizing shapes
- Matching

SOCIAL STUDIES

COMMUNITY RESOURCES
- Observing surroundings for a purpose
- Collecting and organizing data
- Recording data on classroom charts, task cards, and activity sheets

EVERYDAY LIVING
- People need tools to perform many tasks
- Brushes are tools; they come in many sizes and shapes
- Different brushes do different things
- Brushes are used in many places
- Brushes can be made from different materials

SOCIAL LEARNINGS
- Working cooperatively
- Making decisions
- Sharing thoughts and ideas

ART

CUTTING AND PASTING
- Cutting out and pasting appropriate pictures into books:
  - riddles
  - brushes at home
  - hard and soft foods

ART APPRECIATION
- Planning neighborhood trip to museum
- Observing different styles and painting techniques
- Sharing observations

COLLAGE AND CONSTRUCTION
- Designing and creating a brush from materials provided

DRAWING, COLORING, AND PAINTING
- Experimenting with different techniques
  - using commercial brushes
  - using child-made brushes
- Creating original designs with color words
- Drawing representational pictures of brushes observed on class walk and at home
- Tracing around real brushes
- Drawing imaginary brushes

THEME
Brushes

LEARNING EXPERIENCE

A Brush Hunt in Our School

CONTENT AREA
Social Studies and Mathematics

CONCEPTS

- People use brushes daily in many ways.
- Brushes can be found in many different locations.
- Brushes are part of a collection of tools.
- Field trips are a way of gathering information.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . observe their surroundings for a purpose. . name, discuss, describe brushes and their functions. . gather and use information. . share thoughts and ideas. . ask questions. . focus, classify, and order observations.	. prearranges class visit to main office, kitchen, custodian's closet or workroom. . provides brushes to stimulate discussion. . discusses brush hunt and brushes children know. . lists places on chart (Appendix C1). . helps children formulate questions. . escorts children on brush hunt. . encourages children to observe, ask, comment. . prepares individual brush pictures (Appendix C2) for use with "Brushes in Our School" chart (Appendix C3). . provides shoe box labeled "Brushes We Did Not Find."	. identify, discuss, describe familiar brushes. . relate prior experiences about use of brushes. . suggest places where brushes might be found. . observe teacher writing. . read chart. . plan questions, e.g., "Do you have any brushes?" "How do you use that brush?" . visit various places to look for brushes. . ask questions; make comments. . recall what they have seen; decide on placement of pictures on chart or in shoe box.	Communication Arts: - observing - recalling details - using descriptive language - making inferences - generalizing - interviewing workers - recording information - appreciating riddles Creative Arts: - drawing, pasting Health and Physical Education: - health habits Mathematics: - classifying - counting - comparing - estimating Science: - distinguishing characteristics Social Studies: - brushes help people - school personnel use brushes - school personnel help us	toothbrush hairbrush paintbrush brushes found in school chart paper markers **VOCABULARY** brush(es) custodian office principal kitchen pots scrub hunt hair tooth paint school closet clean scrub bristles handle machine electric waxer

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What do you call these tools?
2. How do you use them? when? where?
3. What other brushes have you seen?
4. Where can you find these brushes?
5. Where else are these brushes?
6. What kinds of brushes do you think we'll find as we walk through the school?
7. What kinds of brushes did we find? Where did we find them?
8. Do you remember how these brushes are used?
9. What other ways could they be used?
10. How are these brushes different/alike?
11. Why do you think brushes are important in this school?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did children actively participate in locating brushes in the building?
- Are children able to question people?
- Can children name and describe brushes and their functions?
- Can children classify information?
- Can children infer and generalize about brushes?
- Can children describe attributes (properties) of brushes?
- Did children enjoy the brush hunt?

SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To reinforce attributes by creating "What Am I?" riddles.

Motivation:
Teacher hides a brush and tells riddle: "I have a long handle. I am used to clean floors. My bristles are black. What am I?" (Answer: I am a broom.)

Materials:
brushes, paper, crayons, pencils, cutouts of brushes

Procedure:
. Teacher shows assorted brushes and elicits discussion.
. Teacher tells children, "We will pretend to be brushes."
. Each child selects a brush.
. Children describe their brushes.
. Teacher helps children formulate riddle questions about the brushes.
. Children prepare riddle books with teacher's help (Appendices C4 and C5).
. Children write riddles and paste on appropriate pictures.
. Children share riddles.

Follow-Up:
. Compound Word Activities 1 and 2 (Appendix C6).
. Sensory Awareness Activities (Appendix C7).
. Classification Activities 1-5 (Appendix C8).
. Matching Brushes to Words (Appendix C9).

LANGUAGE EMPHASIS FOR THE LEP CHILD

large-small
long-short
hard-soft
clean (verb)
brush (verb)
paint (verb)
names of brushes

riddle (Appendix C5)
handle
bristles
wall
floor
teeth

. I'm pretending I am a brush. (Teacher reads riddle.)
. Guess what brush I am.
  - You are a (broom).
. Pretend you are a brush.
. What kind of bristles do you have? or, Do you have (soft) bristles?
  - I have (soft) bristles. I don't have (soft) bristles.
. What kind of handle do you have? or, Do you have a (long) or (short) handle?
  - I have a (short) handle.
. What do you do? or, Do you (brush your teeth)?
  - I (paint) my (wall).
. What are you? or, Are you a (broom)?
  - I am (not) a (name of brush).

THEME
Brushes

LEARNING EXPERIENCE

Poetry: "I Know a Lot of Brushes"

CONTENT AREA
Communication Arts and
Health Education

CONCEPTS

. There is meaning in poetry.
. Poetry gives us information and enjoyment.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
The children will:	Teacher	Children	Communication Arts: - reading - enjoying poetry - discussing - reciting - relating poetry to personal experience - writing creatively - developing vocabulary - using title as main idea Creative Arts: - using symbolic representations - tracing shapes Health and Physical Education: - brushes for cleaning - health habits - good grooming Mathematics: - recognizing shapes - matching Science: - form follows function Social Studies: - brushes as tools - tools serve many functions	poem: "I Know a Lot of Brushes" (Appendix C10), printed on chart paper tape recorder (optional) **VOCABULARY** everywhere teeth hair linty vegetables kitchen bathroom fur another
. learn a poem. . derive pleasure and information from poetry. . learn how brushes are used in the home. . listen to and recall poetry.	. elicits information on brushes that children are familiar with in their homes. . introduces poem. . recites poem for children. . repeats poem. . waits for comments. . asks children what poem is about. . discusses poem with children. . teaches poem two lines at a time. . has children say poem together with teacher. . repeats poem during the day, e.g., in a transition period or before dismissal.	. describe their prior experiences and backgrounds. . listen and ask questions. . listen for meaning. . react to poem. . describe what they hear. . report details and meaning. . repeat and memorize as much of poem as possible. . recite poem as a group (choral speaking). . repeat poem to reinforce language patterns and remember words.		

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What brushes do you use at home? In what ways do you use them?
2. How are brushes used in the poem?
3. Can you think of other brushes in your home?
4. Where can you look for brushes?
5. Are any brushes parts of machines? Which ones?
6. Which brushes did you find at home? What rooms did you find them in?
7. Can you think of a brush you used at home that you could also use in school?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did children listen to the poem with interest?
- Did children get information from the poem?
- Did children recall information from the poem and relate it to their own experience?
- Which children were able to learn the poem?
- Which children enjoyed the poetry experience?

SUGGESTED DIRECT INSTRUCTION ACTIVITY

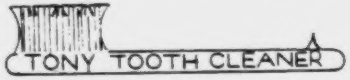
Aim:
To create original names for brushes.

Motivation:
Teacher rereads the poem "I Know a Lot of Brushes" (Appendix C10).

Materials:
paper, crayons, scissors, pencils, brushes from the poem

Procedure:

. Teacher leads discussion about poem.
. Teacher asks children to recall names of brushes from the poem.
. Teacher initiates renaming.
. Teacher holds up a toothbrush, asks for new names, and elicits several responses.
. Teacher demonstrates tracing and cutting; writes new name, e.g., "Tony Toothcleaner" (Appendix C11).



. Children trace brush, cut, and rename.
. Children share names with class.

Follow-Up:

. New Names for Real Brushes We Know (Appendix C12).
. Dramatizing a Song (Appendix C13).
. Experience chart: What Can a Brush Do? (Appendix C13).
. Inventing Brushes (Appendix C14).
. Follow-Up Activity for "I Know a Lot of Brushes" (Appendix C10).

LANGUAGE EMPHASIS FOR THE LEP CHILD

. Listen to the poem.
. Which brush do you use for your (teeth)?
  - This/That one, or, child points to brush.
. Which brush do you use for the (floor)?
  - The broom. I use the broom.
. Which brush do you use in the (kitchen)?
  - The vegetable brush.
. (Teacher may direct children to ask each other some which questions.)
. Show us how you use it.
. What are (you) doing?
  - (I am) brushing (my) teeth.
. What happens when you brush?
  - (Teacher accepts any response, e.g., My teeth taste good!)
. (Teacher helps child use response to rename brush, e.g., Let's call it a "Taste Good Brush"!)

THEME
Brushes

LEARNING EXPERIENCE

Make Your Own Brush

CONTENT AREA
Art and Science

CONCEPTS

- A brush has a handle and bristles that are fastened together.
- Brushes help us with our work.
- Brushes can be made from different materials.
- New tools can always be invented.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . construct an object associated with the real world. . experiment with an assortment of materials. . generalize that brushes are a composite of handle and bristles. . problem solve while trying to fasten the handles and bristles together.	. displays class "brush collection." . conducts class discussion about the brushes. . lists children's observations on the board. . diagrams basic parts of a brush: handle, bristle, joint. . collects and prepares materials for "Make Your Own Brush" center. . sets up other areas for cutting brush pictures from magazines or making brush books. . invites children to use materials in center to create their own brushes. . encourages children to discuss uses of brushes.	. review physical properties of each brush and how each brush is used. . recognize the basic components of a brush. . contribute to and read class observations. . divide into groups for small-group activities. . collect magazine pictures of brushes. . create original books about brushes. . create their own brushes using materials provided. . discuss uses for their brushes.	Communication Arts: - developing vocabulary - describing attributes - thinking critically - sharing experiences Creative Arts: - constructing - painting - designing a functional object Health and Physical Education: - using materials safely - cleaning up - manipulating small objects Mathematics: - position terms - measuring Science: - experimenting - evaluating results - generalizing - recognition of properties Social Studies: - making decisions - technology of tools - cooperating	collection of brushes bristles: raffia, rug yarn, straw, drinking straws, string, etc. handles: styrofoam blocks, pencils, balsa wood, etc. fasteners: glue, string, ribbon, pipe cleaners, nails, etc. **VOCABULARY** brush bristle handle fasten joint

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. Look at all these brushes. Are they all the same?
2. How are they different/alike?
3. What would you need to make your own brush?
4. Which of these materials would make good bristles/handles?
5. What materials could you use to join the handle and bristles?
6. What jobs can your brush do? Why?
7. Which brushes worked well? Why?
8. What happened when you used different kinds of brushes in your painting?
9. What else can your brush do?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did children use the materials in a creative manner?
- Can children discern the main parts of a brush?
- Were children able to join handles and bristles?
- Can children describe how their brushes might be used?
- Did children enjoy inventing a new tool?

SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To experiment with brushes and paint to create original artwork.

Motivation:
Teacher shows artists' reproductions; leads discussion on painters' materials.

Materials:
brushes (commercial and child-made), paper, paints, smocks

Procedure:
- Teacher sets up painting center.
- Teacher discusses and demonstrates proper use of painting center.
- Children predict how different brushes will paint.
- Children paint using different brushes.
- Teacher suggests using the different parts of the bristle.
- Children clean up properly.
- Children share discoveries.

Follow-Up:
- Trip to hardware store to look for different brushes (Appendix C15).
- Trip to museum to look at paintings (cave, pointillism, Japanese brush).
- Sequencing Activity (Appendix C16).
- Handwriting Activity (Appendix C17).
- Painting Experience with Colors (Appendix C18).

LANGUAGE EMPHASIS FOR THE LEP CHILD

color words
soft
brush
same
thin
fat
handle(s)
bristles
hard

- What do you see?
  - (Teacher accepts any response.)
- Are these brushes the same or different?
  - (Teacher accepts any response.) They're the same/different. This one has (soft) bristles and that one has (hard) bristles.
- Dip the brush and scrape it on the edge of the container.
- What kind of line does this/that brush make?
  - That brush makes a (fat) line.
- Does this/that brush make a fat line?
  - Yes, it does. No, it doesn't.
- Why does it make a (fat) line?
  - Because it has (fat) bristles.
- How are the handles/bristles the same?
  - Because they have (soft bristles).

THEME
Brushes

LEARNING EXPERIENCE

A Trip to the Dentist

CONTENT AREA
Health Education

CONCEPTS

. The teeth are used for biting, tearing, chewing, and smiling.
. It is important to visit the dentist regularly.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . practice interviewing skills. . learn about the importance of regular visits to the dentist and good dental care. . recognize some of the brushes and tools used to care for their teeth.	. prearranges visit to school or local dentist. . has children bring toothbrushes from home. . leads discussion on dental care. . elicits questions to ask dentist. . creates list from children's responses . reads list. . escorts class on trip. . guides interview of dentist. . recalls experiences with children.	. bring toothbrushes. . contribute to discussion. . suggest questions. . read list. . help interview dentist. . participate in discussion.	Communication Arts: - listening - interviewing - reading - solving problems - stating new concepts - writing Health and Physical Education: - dental care - regular health care - kinds of foods - function of teeth Mathematics: - comparing Science: - observing - identifying - identifying cause/effect - classifying Social Studies: - people use tools - interacting with others - community helpers	children's toothbrushes paper markers **VOCABULARY** office chair teeth clean rinse plaque gums molars cavities dental floss bacteria jaw saliva temporary permanent dentist assistant receptionist hygienist instruments toothbrush mirror x-rays

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. How can you care for your teeth?
2. Why is it important to brush?
3. Have you been to a dentist?
4. What is the dentist's job?
5. What brushes do you think we will see?
6. What can you ask the dentist?
7. How does the dentist know what your teeth need?
8. What tools does the dentist use?
9. Is the dentist a helper? Why or why not?
10. What do you think the dentist will ask us?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did children contribute questions for the dentist and participate in the interview?
- Do children understand the need for regular visits to the dentist and for good care of teeth?
- Can children locate and recognize tools for dental care?

SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:

To identify hard and soft foods.
To appreciate that teeth are used for biting and chewing.

Motivation:

Teacher shows baby-food jar with baby food. Discusses how baby food is different and why; how teeth help us.

Materials:

baby-food jar with food, magazines, scissors, paste, crayons

Procedure:

- Teacher elicits which teeth bite (front) and which chew (back).
- Teacher discusses types of foods.
- Teacher demonstrates how to fold paper in half and label one side "hard foods" and the other side "soft foods."
- Children cut out pictures of foods and paste them in appropriate place.
- Children write "We chew these foods" and "We do not chew these foods" on correct side of page.

Follow-Up:

- Pretending to be the tooth fairy; drawing or writing what you would do with all the teeth you collect.
- Making a "Loose Tooth Chart" (by month).
- Creative writing: "If your teeth could talk, what would they say?" (Appendix C19).
- Making a toothpaste graph: "What Kind Do You Use?" (Appendix C20).
- Sending a thank-you letter to dentist.
- Keeping a record of weekly toothbrushing.
- Game: "Follow the Path to a Healthy Smile" (Appendix C21).

LANGUAGE EMPHASIS FOR THE LEP CHILD

food names
half
side
hard
soft
food

- What is this?
  - It's baby food.
- Who eats baby food?
  - Babies eat baby food, or, The baby eats baby food.
- (Teacher shows picture of corn on the cob.)
- Can babies eat corn?
  - No, they can't.
- Why not?
  - Because they don't have teeth.
- Can you eat corn?
  - Yes, I can.
- Why?
  - Because I have teeth.
- That's right. Our teeth help us bite and chew many foods.
- Do we have to chew ice-cream?
  - No.
- Why not?
  - Because it's soft.
- Do we have to chew corn?
  - Yes.
- Why?
  - Because it's hard.
- Fold your paper in half.
- Write hard on this side and write soft on that side.
- Why does this food belong here?
  - Because it's (hard).
- Which food(s) do you have to chew?
  - I have to chew this/that.
- Why?
  - Because it's hard.

ESL EXTENDED LESSON FOR THE LEP CHILD

Aim:
To introduce the conjunction and.
To reinforce descriptive adjectives.
To make sets and unions of sets according to attributes.

Motivation:
Teacher shows children a circle of yarn on the floor and says, "This is a very special circle for (red) brushes only."

Materials:
collection of brushes or pictures of brushes, yarn in 2 colors, oaktag for signs, markers

Procedure:

- Teacher asks, "Who can select a brush for this circle?"
  - Each child chooses a brush.
- Teacher asks, "Does the brush belong in the circle? Why?"
  - Child answers, "Yes, because it's (red)" or "No, because it isn't (red)."
- When all (red) brushes have been placed, teacher asks children to name the circle. Teacher labels circle accordingly with oaktag sign.
- Teacher repeats procedure for a second circle, choosing a second attribute, such as big/small.
- Teacher holds up brush with both attributes and asks, "Where does this brush belong?" "Is it (red)?" "Is it (small)?" "Is it (red and small)?" "Which circle should we put it in?"
- Teacher elicits solution and/or suggests a union of the two circles, e.g., "Let's join parts of these circles" (teacher demonstrates). "Now, where can we put the (red and small) brushes?"
  - Child answers, "Put the (red and small) brushes here."
- Teacher makes new label ("red and small").
  - Children place brushes with both attributes in the intersecting yarn circles (Appendix C22). As children place brushes, teacher encourages use of descriptives and conjunctions.

Follow-Up:

- Children draw and label their own brush pictures.
- Child plays "teacher" and leads classification game.

ESL EXTENDED LESSON FOR THE LEP CHILD

Aim:
To reinforce the present progressive.
To introduce past tense -ed with final t sound.

Motivation:
Teacher says, "Today we are going to play a memory game."

Materials:
pictures of toothbrush, shoe polish brush; vegetable brush; hairbrush (or actual brushes)

Procedure:

- Teacher has small group of children sit in a circle and directs each child to do one of the following: brush teeth, hair; polish shoes, nails; wash baby bottle, potatoes, carrots, pots and pans.
- Teacher says, "What are you doing?" "What is he/she doing?"
  - Child says, "I am (brushing/polishing/washing)."
- Teacher says, "Remember what we did. Let's do those things now."
  - Teacher and children pantomine actions and say, "We are (brush)ing."
- Teacher selects child to (brush/polish/wash).
- Teacher says, "(Child's name) is finished now. He is not (brushing his hair) now. He did that before. What did he do before?"
- Teacher introduces -ed final t sound, e.g., "He (brushed his hair)." Repeats procedure with different children.
- Teacher has group play the memory game. Teacher pantomimes one action.
  - Child to the right of the teacher describes teacher's action, e.g., "Ms. Smith (brushed her hair)." Child then pantomimes a different action. The next child describes the two preceding actions and adds a third. This procedure is repeated around the circle until everyone has had a turn.
- Teacher helps when necessary.

Follow-Up:

- Teacher prepares flannel-board pictures of people using various brushes. Teacher arranges three of them in sequence and asks, "What did he/she do (first/next/last)?"
- Teacher introduces graphic form of -ed and children complete rebus sheet (Appendix C23).

Appendix for the Themes

Appendix A1

Brainstorming

Brainstorming is a technique for helping people generate many ideas. Brainstorming may be useful in problem solving and in exploring a topic.

The aim of brainstorming is to have the ideas flow. Criticism does not further the production of ideas. Good ideas are often squelched by immediate or excessive evaluation. Deferred judgement is a critical element in brainstorming.

If children are carefully taught how to brainstorm, the results can be remarkable.

Purpose:

. to create a vast number of ideas, which leads to more quality in those ideas
. to open people up to sharing ideas without criticism
. to enable members of the group to build on each other's ideas

Rules:

D: Defer judgement (Do not criticize or evaluate.)
O: Offbeat ideas (Accept all ideas, even those which seem wild or silly.)
V: Vast number of ideas (Generate as many ideas as possible.)
E: Expand/build on the ideas of others (Piggyback ideas.)

Procedures:

1. The teacher states a definite problem or question, for example:

   "A friend is someone who . . . ." or "What can we learn at the zoo?"

2. The teacher reviews the brainstorming rules.

3. The teacher restates the problem or question, and charts ideas as the children respond.

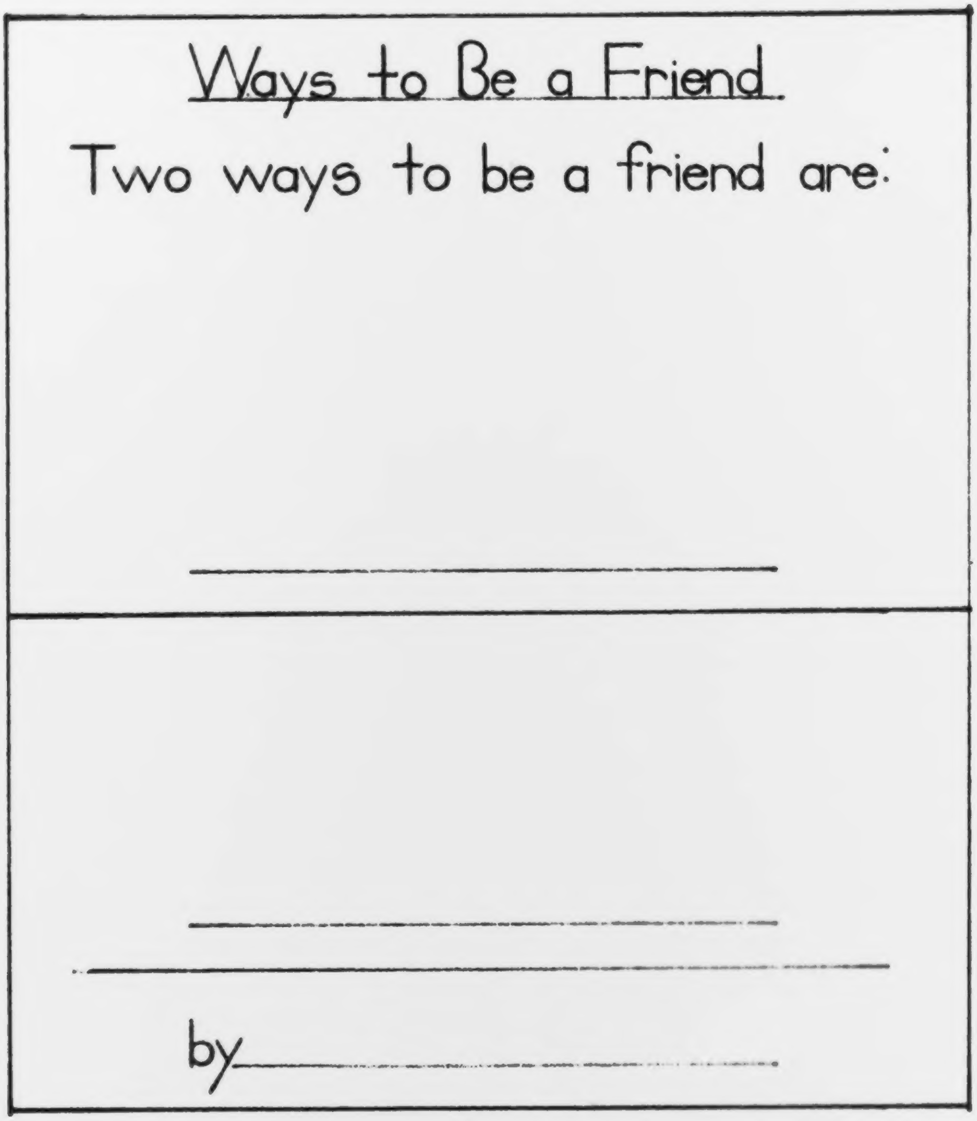
4. When it appears that the children have finished, the teacher asks them to continue for a few more minutes. (Research has indicated that the best ideas come at the end.)

5. The teacher comments on the number and variety of responses.

6. Each group develops a list of acceptable ideas regarding friendly behaviors according to their cultural views and values.

New York State Education Department, Educating Gifted Pupils in the Regular Classroom, 1982. Adapted by permission.

Appendix A2



Ways to Be a Friend

Two ways to be a friend are:

____

____

____

by____________________________

Appendix A3

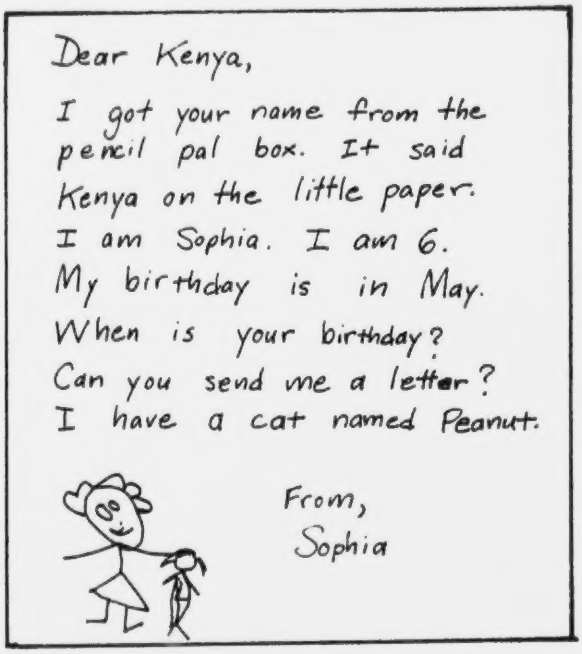
Pencil Pal Activities

In addition to corresponding with their pencil pals, children can participate in the following related activities.

1. Locate the pencil-pal school on a map.
2. Plan different ways to get to the school.
3. Send information about your school to your pencil pal.
4. Make a gift for your pencil pal.
5. Send a survey form with specific questions, e.g., "How many stories does your school have?" "How many windows does your room have?" "How many teachers?" Make a graph from your pencil pal's data and send it to him or her.
6. Draw part of a picture for your pencil pal to complete.
7. Make a book about "me" for your pencil pal.
8. Plan a picnic or other outing with your pencil pal (swap gifts there).
9. Send holiday cards to your pencil pal.
10. Make a tape of children's voices and songs to send to your pencil pal.
11. Keep a scrapbook of letters from your pencil pal.
12. Collect information about your pencil pal and start a "fact sheet." Compare it with facts about you.
13. Compare the postmark date and the day you receive a letter from your pencil pal. Count the difference.
14. Visit a post office and learn mailing procedures.
15. Design original stamps.
16. Draw self-portraits with original border designs to send to your pencil pal.
17. Share the letters from your pencil pal with the rest of the class.
18. Create a class bulletin board about pencil pals.
19. Share ideas for pencil-pal activities and add them to chart.
20. Write to your pencil pal and share experiences about any classroom or home events of importance to you.
21. Make classroom maps to exchange with your pencil pal.

Appendix A4

Sample of Introductory Letter to Pencil Pal



Dear Kenya,

I got your name from the pencil pal box. It said Kenya on the little paper. I am Sophia. I am 6. My birthday is in May. When is your birthday? Can you send me a letter? I have a cat named Peanut.

From,
Sophia

Appendix A5

Poem: "Pencil Pal"

P is for Pencil and Paper to write my letter.
E is for the Eraser, it makes it look better.
N is for a New friend, I hope to meet.
P is for Planning to visit your street.
A is for All of us having some fun.
L is for Learning about a new someone.

I will tell you about me
And see what you say.
You may be surprised
When you see me one day.

You are my pencil pal,
Please write me soon.
I'd like to be your friend,
And meet you in June.

Appendix A6

Sample of Survey for Pencil Pals

I would like to find out more about you. Can you please answer these questions?

1. How many people are in your family? ____ Who are they? ____________

2. What is in your neighborhood?

stores ________ houses ________

lots ________ schools ________

trees ________ parks ________

What other things? ____________

3. What do you like in your neighborhood?

4. What don't you like in your neighborhood?

5. What do you do after school?

6. What do you do on the weekend? ____________

7. Do you have vacations? ________

Where do you go? ____________

8. Have you ever been to our neighborhood? ________

9. Have you ever been outside of New York City? ____________

10. What is your favorite toy or game?

11. What is your favorite book? ____________

12. What is your favorite television show? ____________

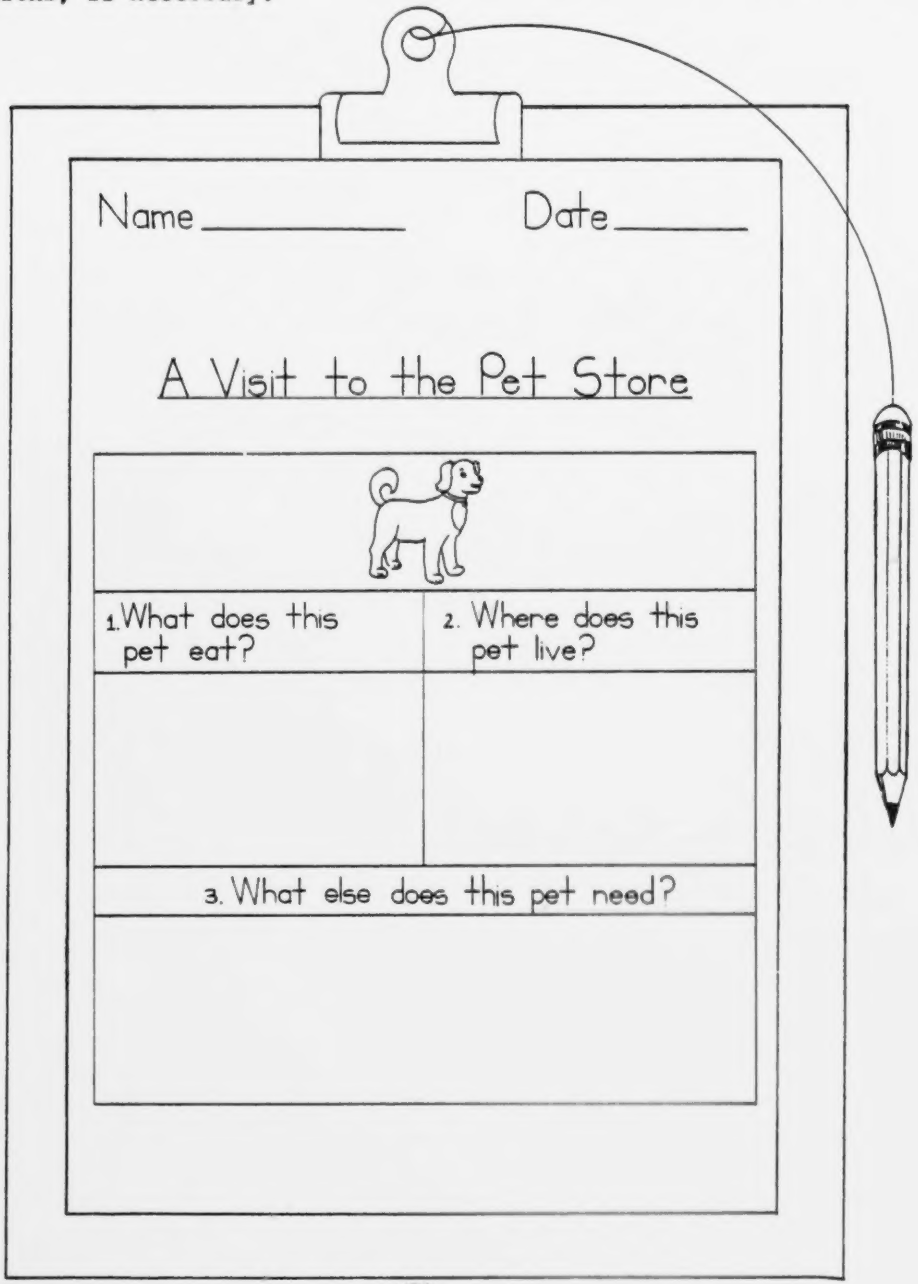
13. What is your bedtime? ____________

Appendix A7

Pets Trip Board

Teacher Directions:

1. Have individuals or groups of children be responsible for gathering information on specific pets.
2. After checking with the pet-store owner, plan trip boards for the pets children will see, e.g., parakeet, canary, dog, cat, guinea pig, turtle, goldfish, rabbit. A sample trip board appears below.
3. Have children record information by writing or drawing. They should ask questions, if necessary.



Name__________ Date________

A Visit to the Pet Store

1. What does this pet eat?	2. Where does this pet live?
3. What else does this pet need?	

Appendix A8

Poems about Pets

A Message from Our Pets

by Amy P. Appleman

"Love me," says the puppy.
"Love me," says the cat.
And we will always be your friends,
'Cause pets are just like that.

Feed us when we're hungry.
Keep us safe and clean.
And promise you'll be kind to us,
And never rough or mean!

Don't pull our tails or pinch us,
Or drag us here and there.
But treat us very gently,
And we will know you care.

"Love me," says the puppy.
"Love me," says the cat.
"And we will always be your friends,
'Cause pets are just like that.

My Puppy

by Barbara Pinto

I have a little puppy.
He's a good friend to me.
He likes to follow me along
And jump up on my knee.

When I come home from school,
My puppy's at the door.
No matter what he's done all day
He wants to play some more.

I walk him every single day
And fill his water bowl.
And when he wants to play with me
He's on the floor to roll.

Sometimes I'd rather play outdoors
Than feed my puppy, Kirk.
But when I see him wag his tail,
I don't mind all the work.

Ten Little Kittens

(to the tune of "10 Little Indians")

One little, two little, three little kittens (Show finger at each count.)
Four little, five little, six little kittens
Seven little, eight little, nine little Kittens
Ten little kittens drinking milk.

Ten little, nine little, eight little kittens (Decrease set of 10 fingers by one at each count.)
Seven little, six little, five little kittens
Four little, three little, two little kittens
One little kitten drinking milk!

Appendix A9

Measuring Activities for Pets

Children can:

- Keep track of the amount of food a pet eats each day. Measure how much water the pet drinks each day.
- Design and build a pet cage. Make measurements to decide on the materials needed. Build the cage together.
- Weigh a pet once a week. Record the weight and graph the results. Compare a pet's weight to the weight of its owner or another pet. Estimate how much the pet will grow in a week or a month.
- Measure the height or length of a pet. Record the results.

Appendix A10

Which Pet?

Match the story to the correct picture and word.

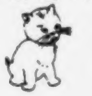
This pet swims and swims.

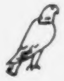
This pet says "Meow."

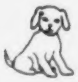
This pet has a hard shell.

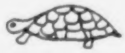
This pet barks.

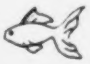
This pet can fly.











Appendix A11

A Letter about Our Folders

Dear __________,

I made a folder to keep your letter safe. Here is how I made the folder.

1.

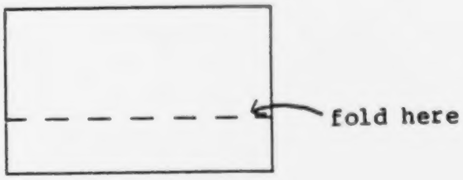
2.

Love,

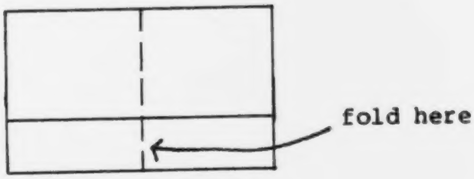
____

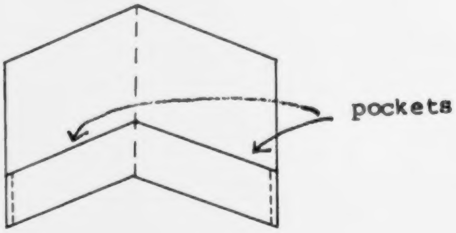
Directions for making folders:

Step 1:



Step 2:





finished product
inside view

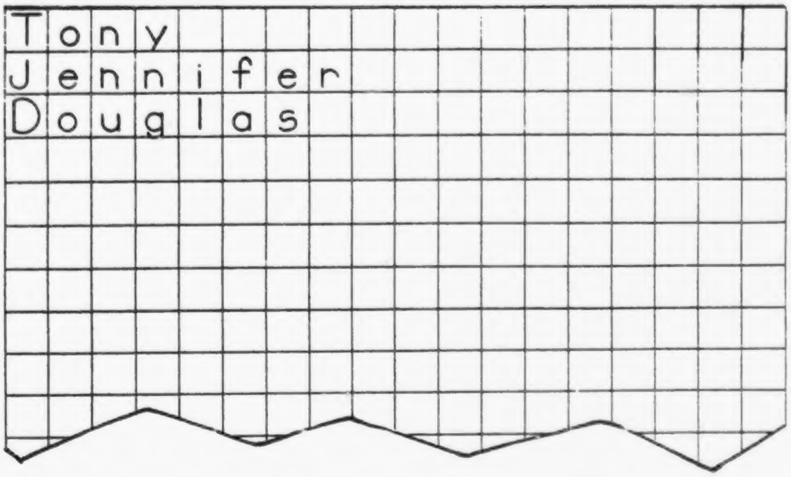
Appendix B1

Name Graphs

Either of the following graphs can be used for this activity.

Sample Grid for Name Graph 1:

Prepare with enough boxes to accommodate all class names and check that children use one letter per box, writing from left to right.



Sample Grid for Name Graph 2:

Place children's names in the appropriate columns according to the number of letters in the names.

		Jose					
		Ruth					
	Amy	Tony	Jamal	Elvina			
2	3	4	5	6	7	8	9

Appendix B2

Sample Grid for Name Pair Game

Have the child writes his or her own name on the top line of a name pair grid and write another child's name on the bottom line of the same grid. Have the child repeat this procedure with each name pair grid. Have the child count the letters in each name and write the appropriate numeral in the space provided.

									How many letters?
M	a	t	t	h	e	w			7
J	a	m	a	l					5

M	a	t	t	h	e	w			7
E	l	i	z	a	b	e	t	h	9

M	a	t	t	h	e	w			7
D	o	u	g	l	a	s			7

Related Activities:

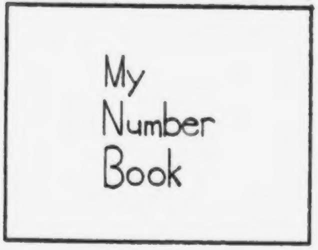
- **Derive comparisons using > < = symbols**
- **Derive number sentences, e.g.,** 7 - 5 = 2
  7 +   = 9
  7 = 7

Appendix B3

Suggested Pages for "My Number Book"

Cover:

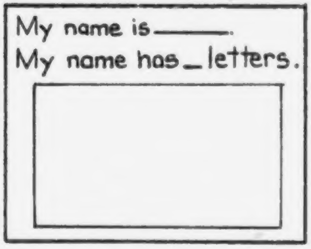
(child writes title and decorates cover.)



My Number Book

Page 1:

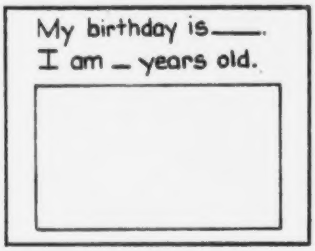
(Child writes and decorates name.)



My name is ______.
My name has __ letters.

Page 2:

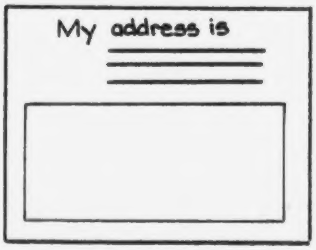
(Child draws birthday cake with correct number of candles.)



My birthday is ____.
I am __ years old.

Page 3:

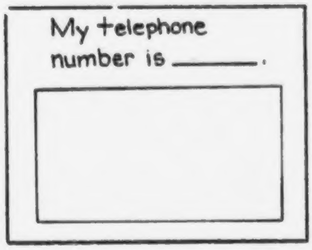
(Child draws house.)



My address is

Page 4:

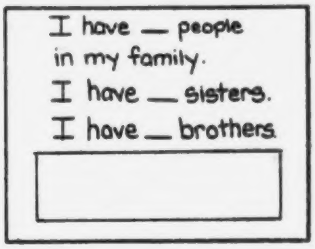
(Child draws telephone.)



My telephone number is ______.

Page 5:

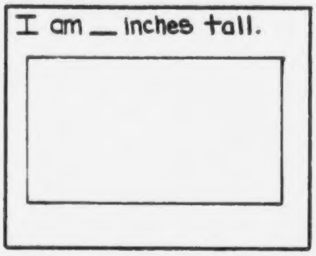
(Child draws family members.)



I have __ people in my family.
I have __ sisters.
I have __ brothers.

Page 6:

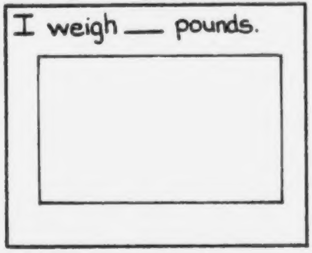
(Child draws someone being measured.)



I am __ inches tall.

Page 7:

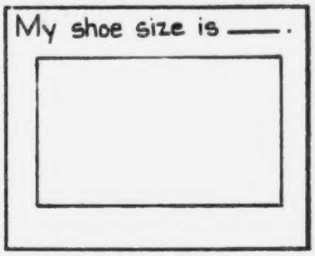
(Child draws someone being weighed.)



I weigh __ pounds.

Page 8:

(Child draws shoe or traces around own shoe.)



My shoe size is ____.

Appendix B4

Count the Numerals

(Follow-up Activity for My Number Book)

How many times can you
find each number in your book?
Color in one box above the
number each time you
find that number in your book.

0	1	2	3	4	5	6	7	8	9

Appendix B5

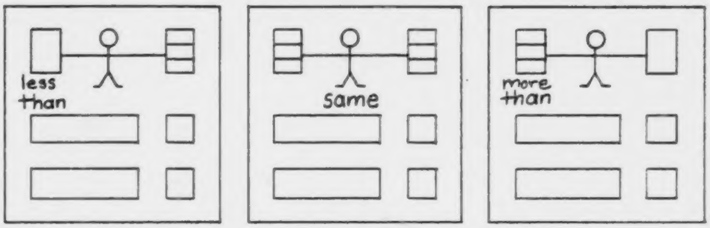
More than/Less than Game

Teacher Preparation:

1. Prepare game boards using cardboard or oaktag.
2. Cut individual strips of paper for children's names, using a squared unit for each letter in the name, e.g.,

Susan

3. Prepare a set of numbers 1-10 using individual number squares or plastic numbers.



Directions for Playing "More than/Less than Game":

1. Use one game board at a time (e.g., less than game board).
2. Select two name strips, making sure one name has fewer letters than the other.
3. Put the name strip with fewer letters on the first line, e.g., Susan
4. Put the name strip with more letters on the second line, e.g., Manuel
5. Place the correct number in the box next to each name: Susan 5

Variations:

Use buttons, beads, etc., instead of name strips.

Appendix B6

Name Match

Count the number of letters in each name.
Write the number in the box next to the name.
Find another name with the same number of letters.
Draw a line.

Matthew 7
Elizabeth ☐
Jose ☐
Jennifer ☐
Laura ☐
Regina ☐

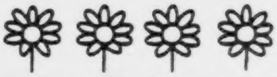
Tony ☐
Carole ☐
Douglas 7
Jamal ☐
Kristina ☐
Alexander ☐

Appendix B7

Drawing Sets

Count the letters in each name.

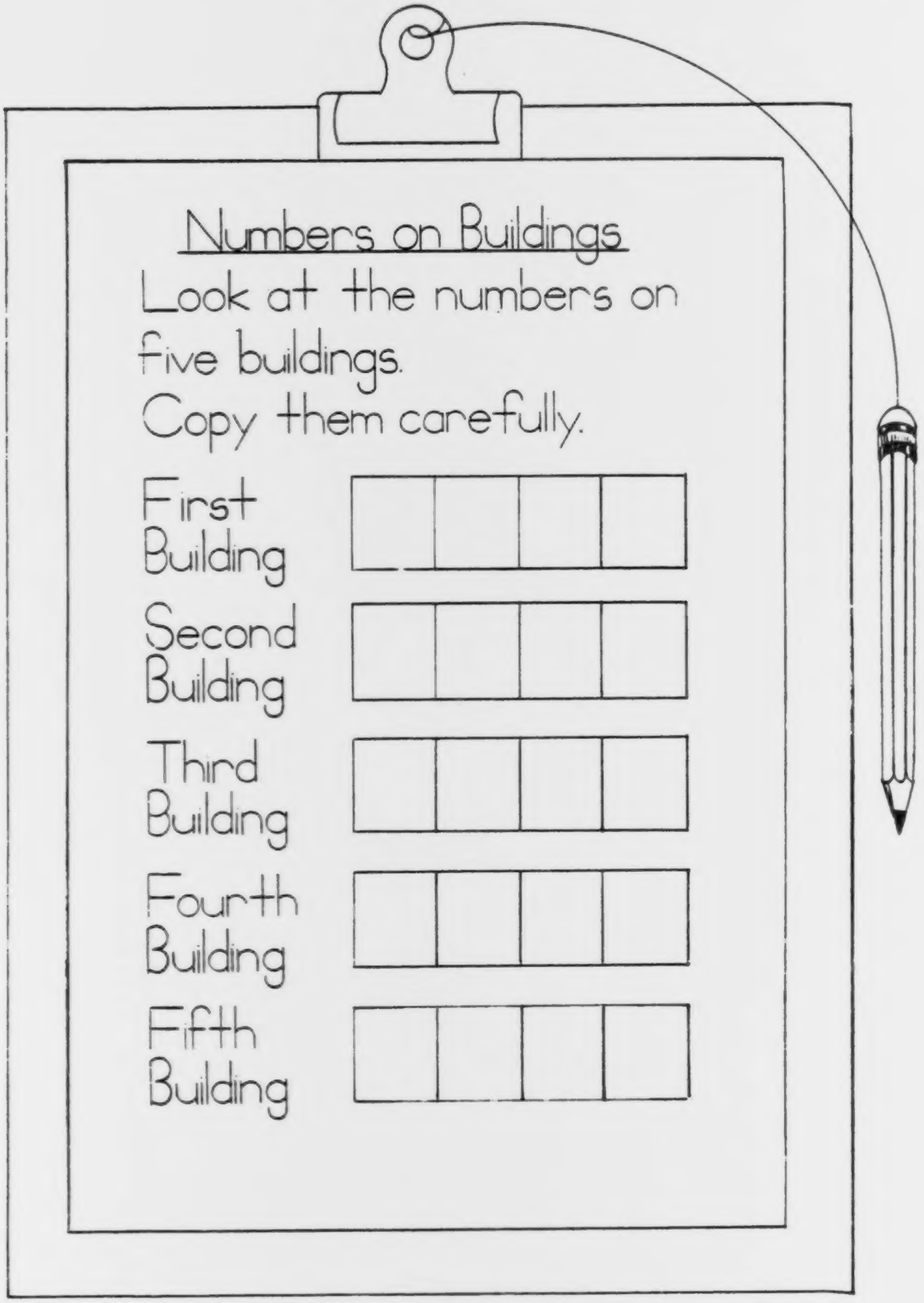
Draw a set with the same number of objects.

Tony	
Douglas	
Laura	
Jose	
Kristina	

Appendix B8

NOTE: A simple trip board can be made by clipping a prepared activity sheet to a piece of cardboard.

Trip Board Activity 1



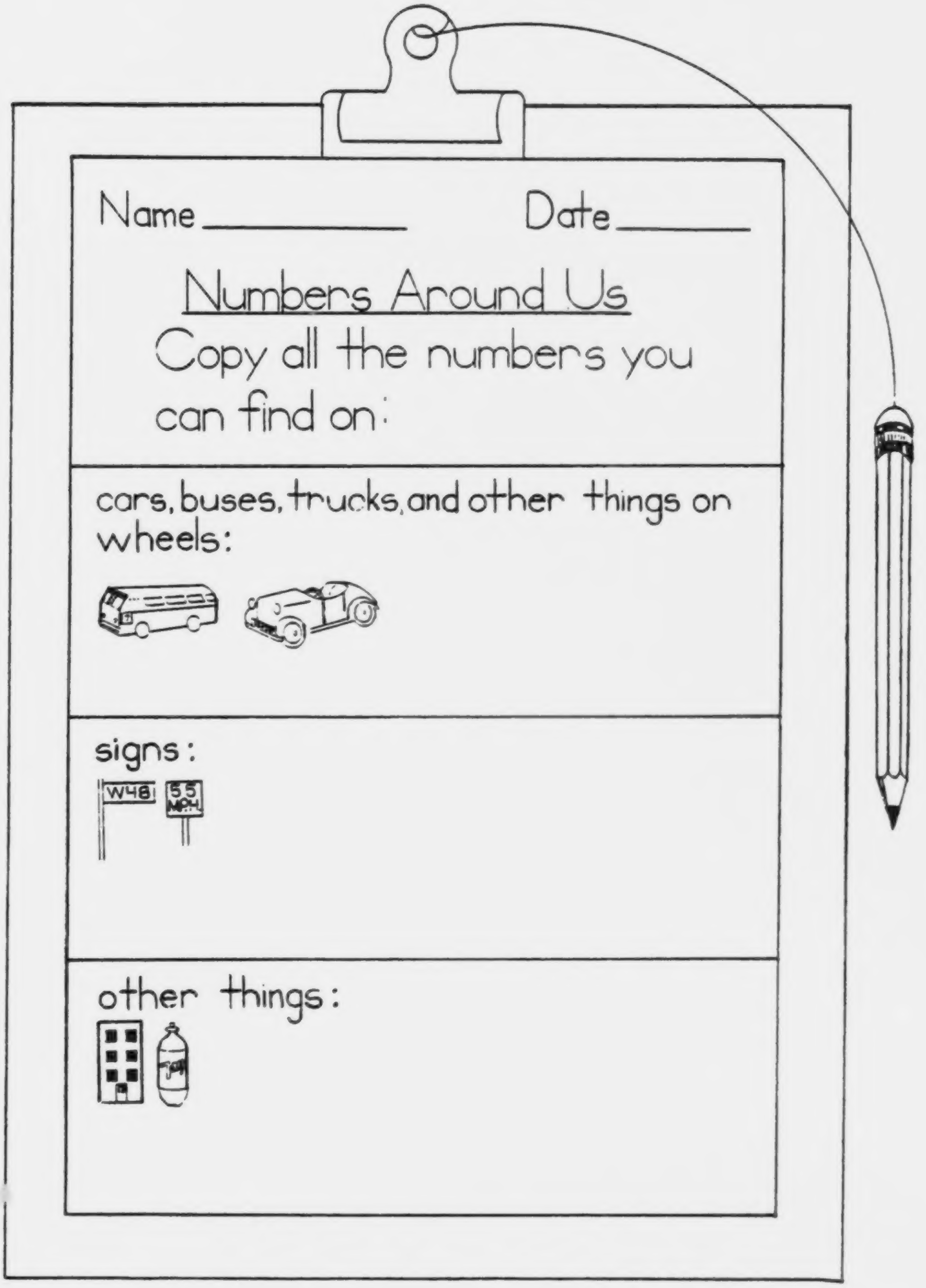
Numbers on Buildings

Look at the numbers on five buildings.
Copy them carefully.

First Building				
Second Building				
Third Building				
Fourth Building				
Fifth Building				

Appendix B8 (continued)

Trip Board Activity 2



Name ____________ Date ________

Numbers Around Us

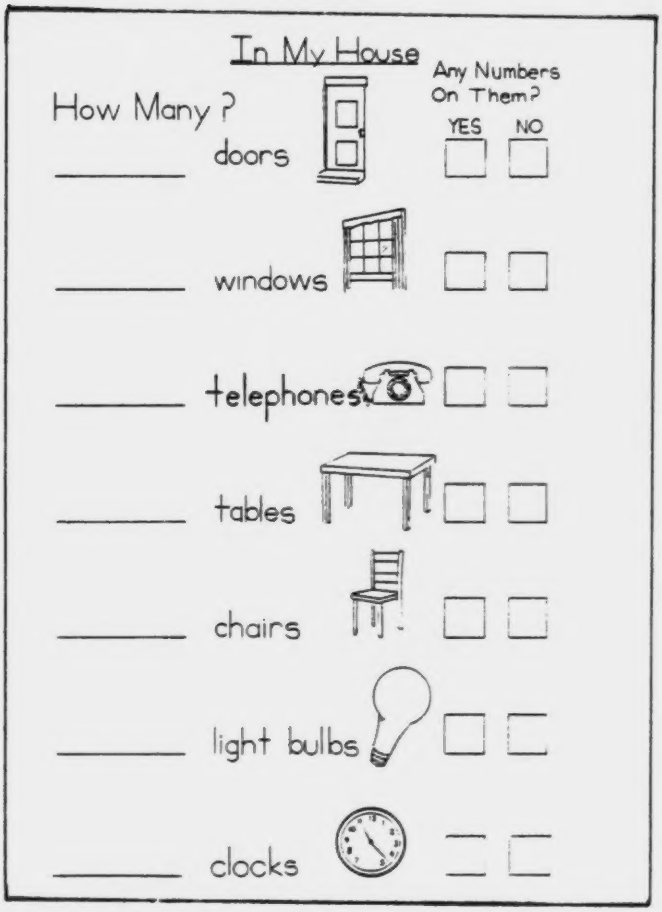
Copy all the numbers you can find on:

cars, buses, trucks, and other things on wheels:

signs:

other things:

Appendix B9



In My House

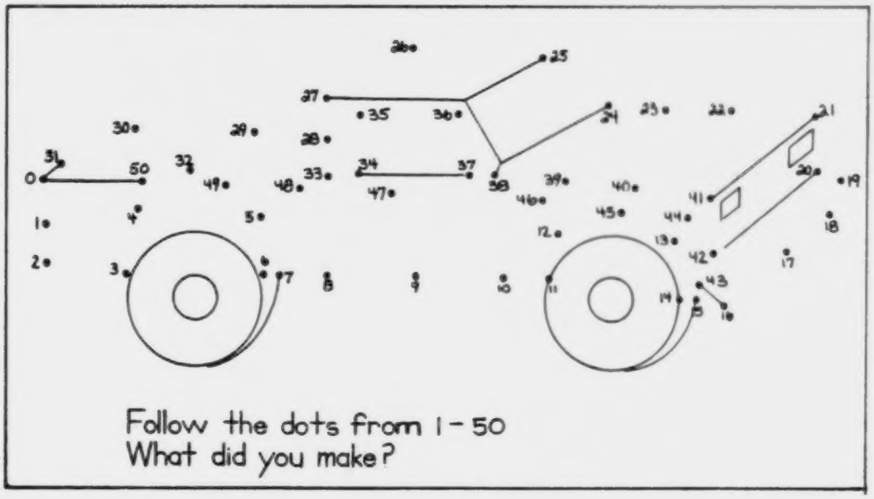
How Many ?

Any Numbers On Them?

		YES	NO
________	doors	☐	☐
________	windows	☐	☐
________	telephones	☐	☐
________	tables	☐	☐
________	chairs	☐	☐
________	light bulbs	☐	☐
________	clocks	☐	☐

Appendix B10

Follow the Dots

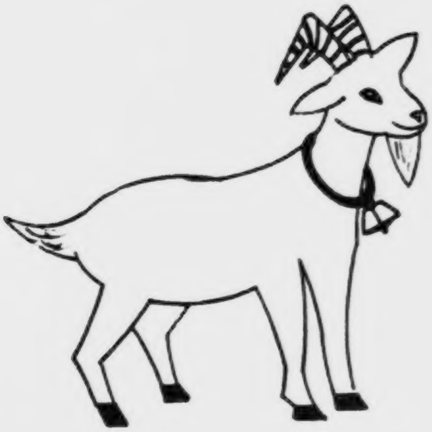


Follow the dots from 1 - 50
What did you make?

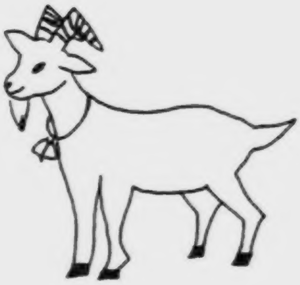
Appendix B11

Sample Patterns for Flannel-Board Figures or Stick Puppets

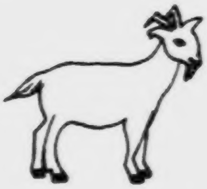
(These and other pictures from stories may be duplicated and backed with felt for flannel-board use.)



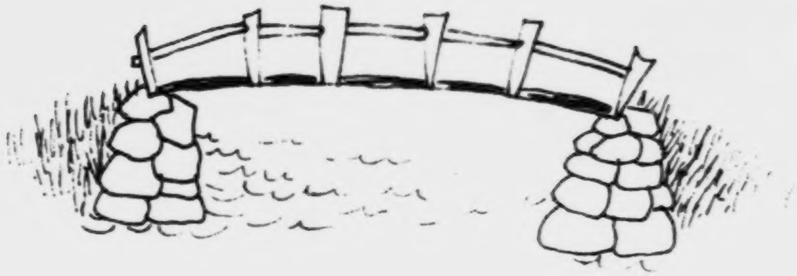
Large Billy Goat



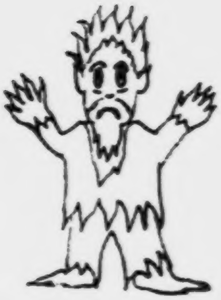
Medium-sized Billy Goat



Small Billy Goat



Bridge



Troll

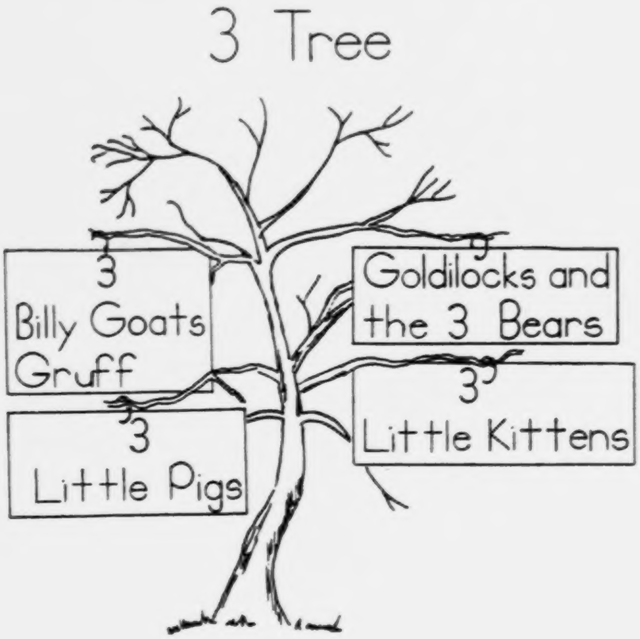
Appendix B12

Finding Books about Three

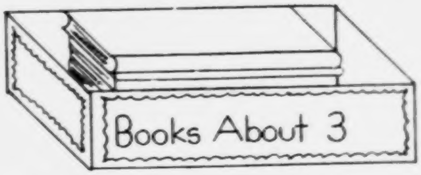
Teacher Directions:

1. Collect books with 3 in their titles, e.g., "Three Billy Goats Gruff."

2. Prepare a "3 tree" using cardboard or a real branch. Hang up title cards for books with 3 in their titles. For example:


3 Tree
3 Billy Goats Gruff
Goldilocks and the 3 Bears
3 Little Kittens
3 Little Pigs

3. Have children match books to the title cards and put the books in a box labeled "Books about 3." (Books can be color-coded for self-correction.)


Books About 3

4. Have children find other books to add to the collection; make up new title cards for them.

Variations:

- Use the "3 Tree" for songs and nursery rhymes about 3.
- Make number trees for stories, rhymes, and songs about other numbers.

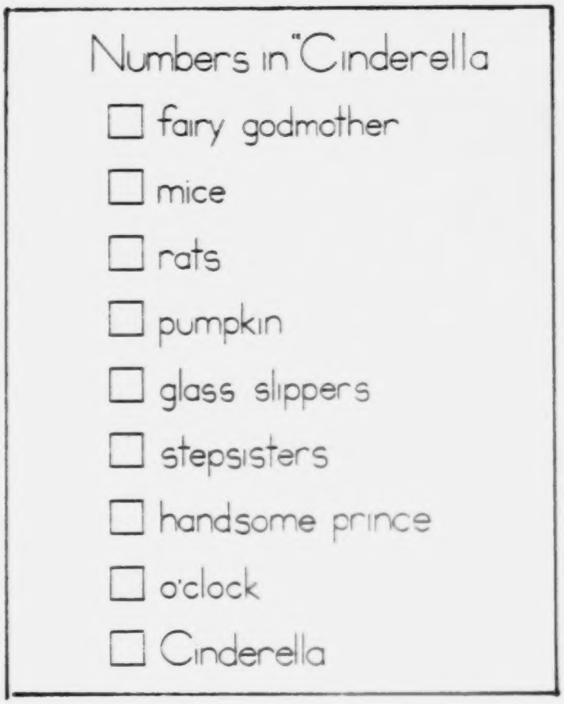
Appendix B13

Finding Numbers in "Cinderella"

(to be used after children are familiar with the story of Cinderella)

Teacher Directions:

1. Have a copy of "Cinderella" available for reference.
2. Prepare a worksheet or wipe-off card (covered with clear plastic) like the one that follows:



Numbers in "Cinderella

☐ fairy godmother

☐ mice

☐ rats

☐ pumpkin

☐ glass slippers

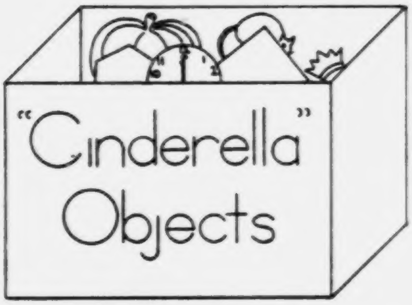
☐ stepsisters

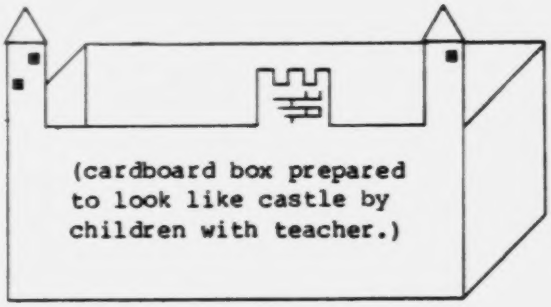
☐ handsome prince

☐ o'clock

☐ Cinderella

3. Have children use pictures or toy objects to represent the characters from the story and place the correct number of each into the "castle."





(cardboard box prepared to look like castle by children with teacher.)

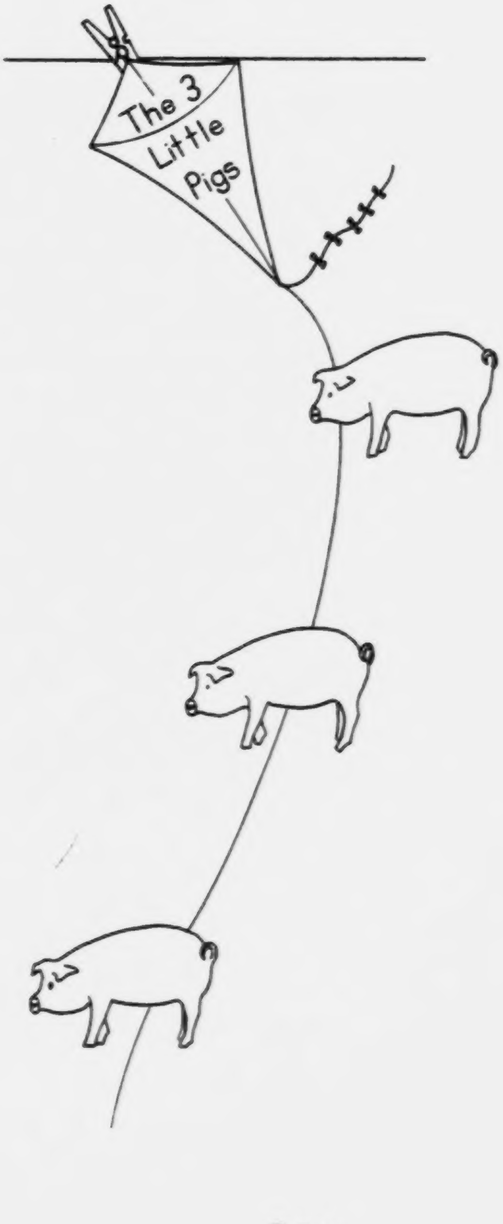
4. Have children use a toy or paper-plate clock with movable hands to show the passage of time until midnight.
5. Encourage children to retell the story as they place the objects in the castle.

Appendix B14

Make a Story Kite

Have children create story kites to hang on a clothesline.

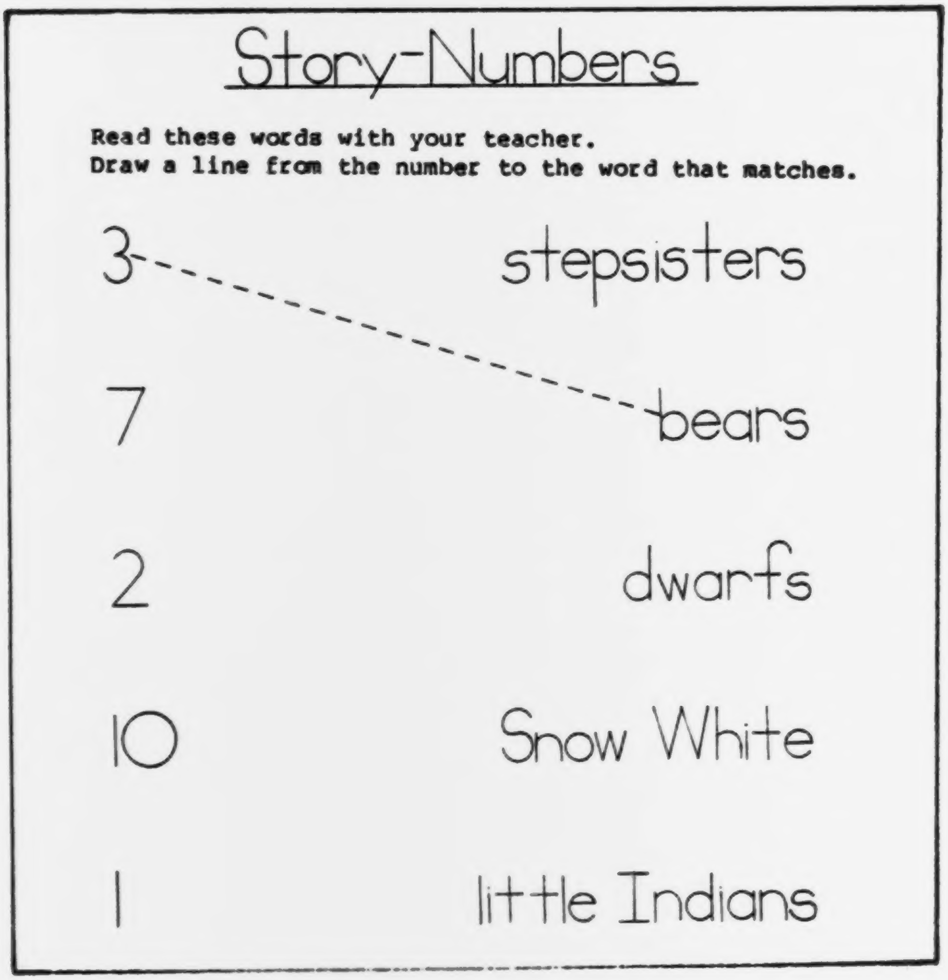
Sample Story Kite:


The 3
Little
Pigs

Appendix B15

Matching Story Characters with Numbers

(to be used after children are familiar with the appropriate stories)



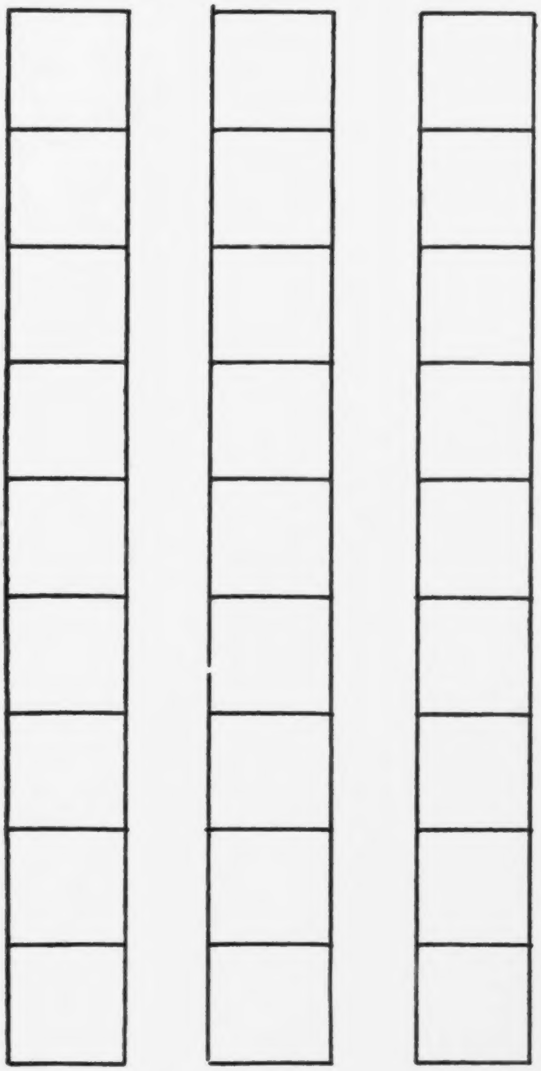
Story-Numbers

Read these words with your teacher.
Draw a line from the number to the word that matches.

3	stepsisters
7	bears
2	dwarfs
10	Snow White
1	little Indians

Appendix B16

Sample Grids For Pattern Mobiles

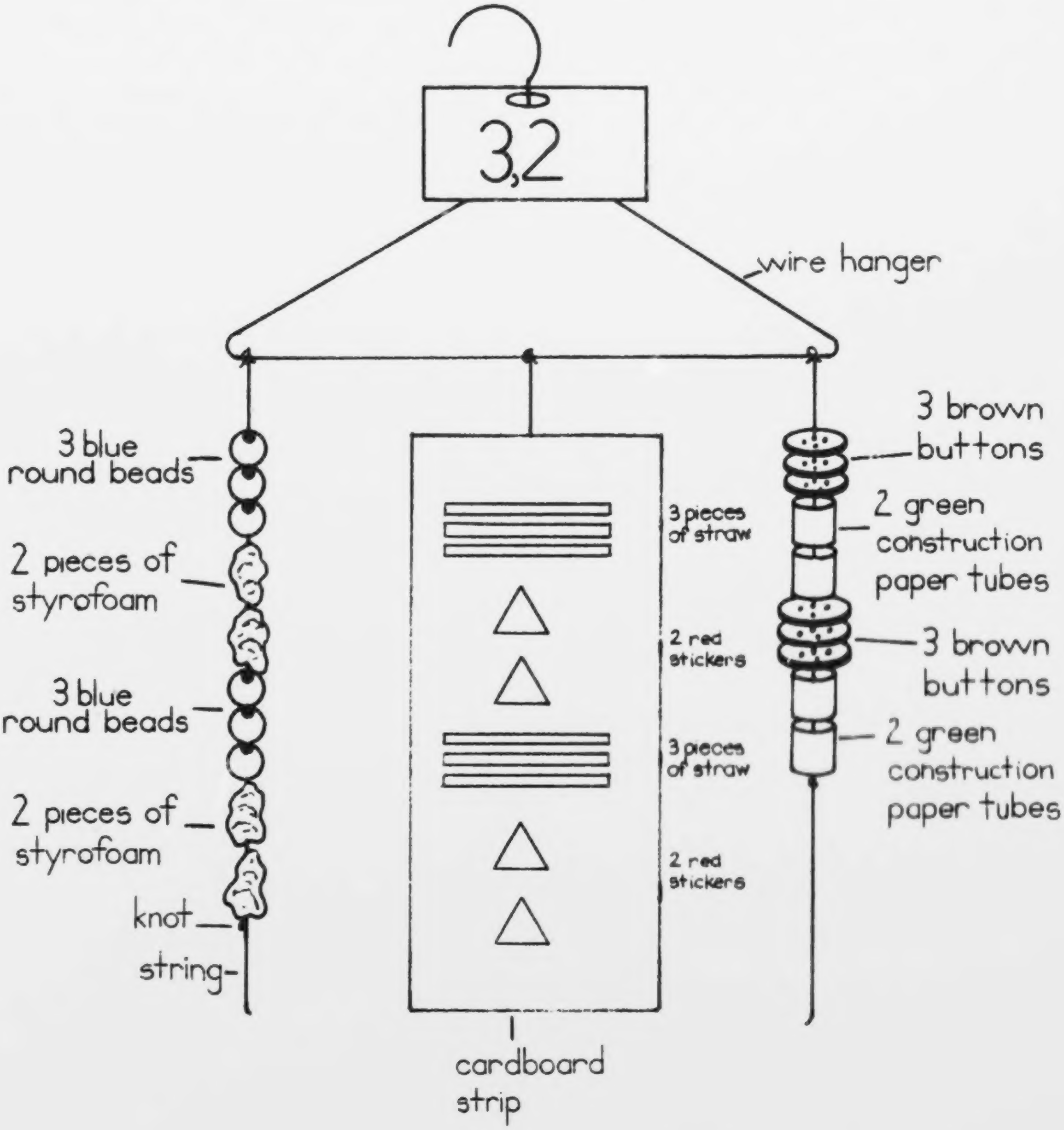


Have children place real materials on the grids to plan three different designs for a mobile. Each design represents the same numerical pattern.

Appendix B17

Sample Pattern Mobile

Mobile may be designed using string, cardboard pattern strips, or a combination of both.


3,2
wire hanger
3 blue round beads
2 pieces of styrofoam
3 blue round beads
2 pieces of styrofoam
knot
string
3 pieces of straw
2 red stickers
3 pieces of straw
2 red stickers
cardboard strip
3 brown buttons
2 green construction paper tubes
3 brown buttons
2 green construction paper tubes

Appendix B18

Seeing Patterns in a Name

Teacher directions:

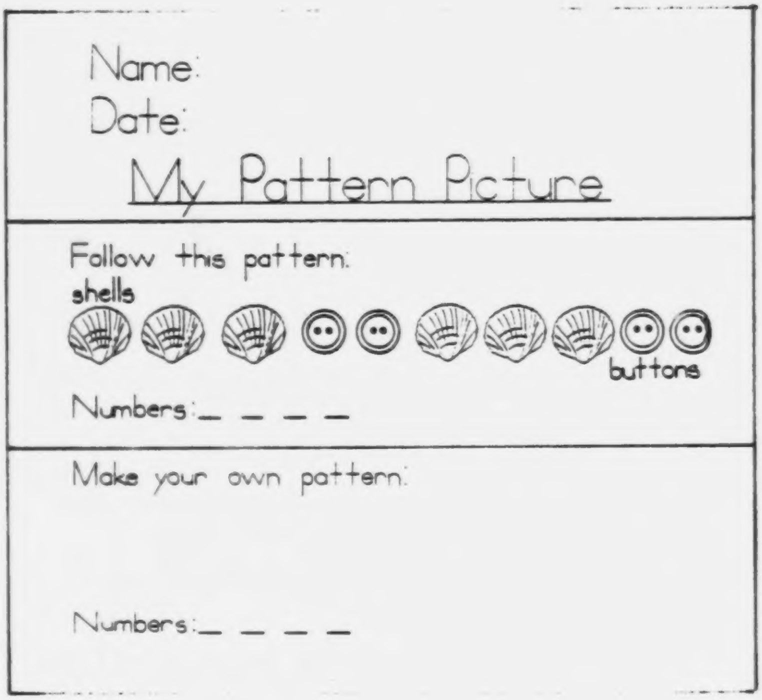
1. Make a 10 X 10 grid for each child.
2. Have child fill up all the spaces in the grid by witing name repeatedly.
3. Have child mark same letter with same color (e.g., color all A's red).
4. Have child create a "key" to explain which color represents each letter (e.g., red = A).

A	M	Y	A	M	Y	A	M	Y	A
M	Y	A	M	Y	A	M	Y	A	M
Y	A	M	Y	A	M	Y	A	M	Y
A	M	Y	A	M	Y	A	M	Y	A
M	Y	A	M	Y	A	M	Y	A	M
Y	A	M	Y	A	M	Y	A	M	Y
A	M	Y	A	M	Y	A	M	Y	A
M	Y	A	M	Y	A	M	Y	A	M
Y	A	M	Y	A	M	Y	A	M	Y
A	M	Y	A	M	Y	A	M	Y	A

Appendix B19

Task Card: "My Pattern Picture"

1. In a math center, provide rexographs of the task card below and materials for making patterns, such as clips, buttons, colored cubes, and shells.
2. Have the child duplicate the pattern on the task card (using the same materials illustrated), recording the pattern by writing a numeral in each space provided, e.g., 3 2 3 2.
3. Have the child create a pattern of his or her own and record it in the blank space on the task card. The child can either trace the materials to create a pattern, or draw them.
4. Encourage children to extend patterns off the page.


shells
buttons

Name:
Date:

My Pattern Picture

Follow this pattern:

Numbers: _ _ _ _

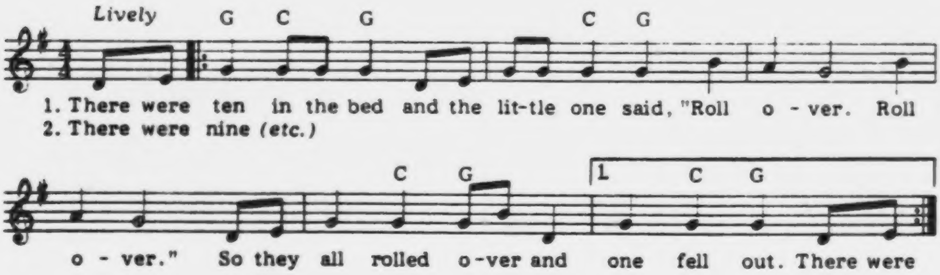
Make your own pattern:

Numbers: _ _ _ _

Appendix B20

Song: "Ten in the Bed"

Ten in the Bed


Lively
G C G C G
1. There were ten in the bed and the lit-tle one said, "Roll o - ver. Roll
2. There were nine (etc.)
C G 1 C G
o - ver." So they all rolled o-ver and one fell out. There were

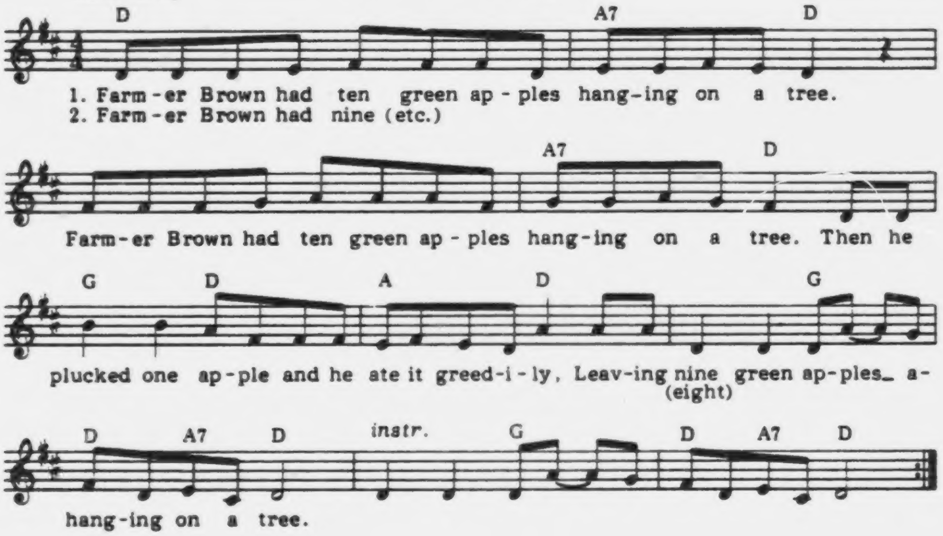
Continue the countdown until: "There was one in the bed and the little one said, 'GOOD NIGHT!' "

From Roslyn Rubin and Judy Wathen, The All-Year-Long Songbook (New York: Scholastic Book Services, 1980), p. 19.

Appendix B21

Additional Songs about Subtraction

Ten Green Apples


Moderately
D A7 D
1. Farm-er Brown had ten green ap-ples hang-ing on a tree.
2. Farm-er Brown had nine (etc.)
A7 D
Farm-er Brown had ten green ap-ples hang-ing on a tree. Then he
G D A D G
plucked one ap-ple and he ate it greed-i-ly, Leav-ing nine green ap-ples_ a-
(eight)
D A7 D instr. G D A7 D
hang-ing on a tree.

Have children continue the song until there are "no green apples a-hanging on a tree."

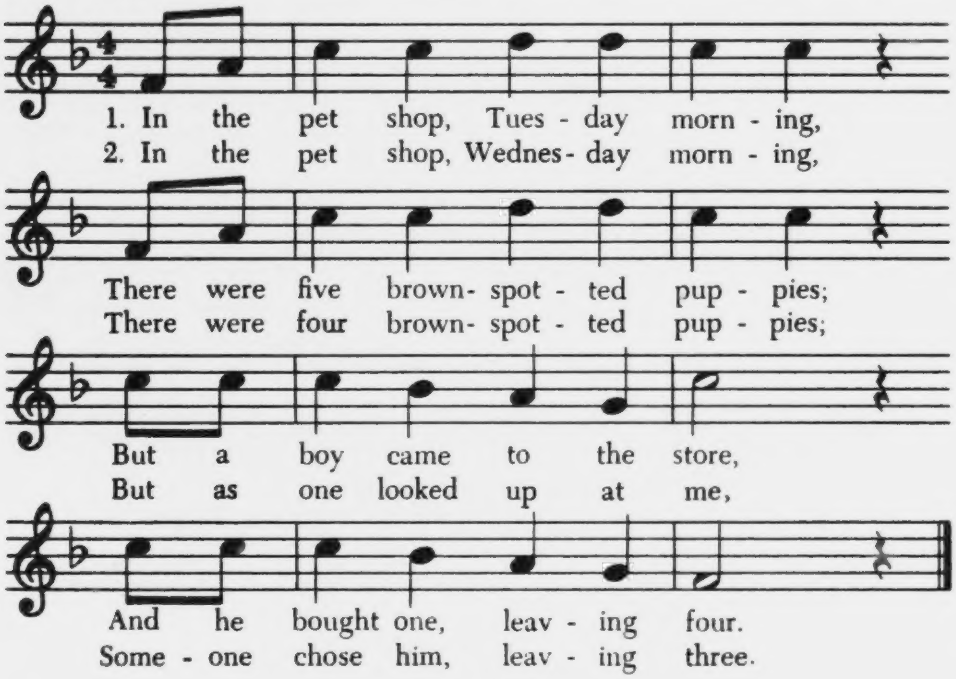
"Ten Green Apples" by Alan Mills used by permission of Mrs. G. L. Miller and Folkways Records, NY. © 1972.

From Roslyn Rubin and Judy Wathen, The All-Year-Long Songbook (New York: Scholastic Book Services, 1980), p. 18.

IN THE PET SHOP

In the Pet Shop

WORDS BY GRACE LANG
SPANISH-AMERICAN FOLK SONG


1. In the pet shop, Tues - day morn - ing,
2. In the pet shop, Wednes - day morn - ing,
There were five brown- spot - ted pup - pies;
There were four brown- spot - ted pup - pies;
But a boy came to the store,
But as one looked up at me,
And he bought one, leav - ing four.
Some - one chose him, leav - ing three.

3. In the pet shop Thursday morning,
There were just three spotted puppies;
When a lady, dressed in blue,
Came and took one, leaving two.

4. In the pet shop Friday morning,
There were just two spotted puppies;
Someone stopped in just for fun,
And he bought one, leaving one.

5. Now I'll hurry to the pet shop,
For I want that one last puppy;
And I'm feeling very fine,
For I know that he'll be mine.

From Cooperative Recreation Service, as cited in James L. Mursell, et al., In Our Town, Book Two (Morristown, NJ: Silver Burdett Company, 1956), p. 74.

FIVE LITTLE MONKEYS SWINGING FROM THE TREE

Five little monkeys swinging from the tree,
Teasing Mr. Alligator, "You can't catch me."
Along comes Mr. Alligator sneaky as can be.
SNAP!!!

Four little monkeys swinging from the tree, Etc.

Three little monkeys swinging from the tree, Etc.

Two little monkeys swinging from the tree, Etc.

One little monkey swinging from the tree, Etc.

No little monkeys swinging from the tree.

From Liz and Dick Wilmes, Everyday Circle Times (Dundee, IL: Building Blocks, 1983), p. 42.

FIVE LITTLE ELEPHANTS

Five little elephants
Rowing toward the shore,
One fell in.
And then there were four.

Four little elephants
Climbing up a tree,
One slid down.
Then there were three.

Three little elephants
Living in the zoo,
One walked off.
Then there were two.

Two little elephants
Playing in the sun,
One fell asleep.
Then there was one.

One little elephant
Isn't any fun.
Abra-ca-da-bra!
Then there were none!

MICE AT PLAY

Five little mice ran out to play
Eating some cheese along the way.
Out came a big cat,
Sleek and fat.
Four little mice went scampering back.

From Liz and Dick Wilmes, Everyday Circle Times
(Dundee, IL: Building Blocks, 1983), p. 76.

Appendix B22

Chart a Song

This activity may be used with "Ten in the Bed" and other songs.

Teacher Directions:

1. Write the words to the song on a large chart.
2. Read/sing the words with the children.
3. Have individual children read the words.
4. Have children take turns identifying:
    - number words
    - words starting with the same sounds as their names
    - selected sight words
    - words they can draw pictures for (e.g., bed)
    - words that show direction (e.g., in, over)
5. Point to "action" words and have children act them out; e.g., point to roll and have children roll their hands.

Appendix B23

Sequencing Number Stories

Give the following directions to the children:

> "Who remembers the song 'Ten in the Bed'? Look at the number stories on this page and find the one that tells what happened first in the song. Put a number 1 in the box next to that story."

Have children proceed to mark 2-10 next to each number story in the order in which they happened in the song.

8-1=7 ☐
4-1=3 ☐
10-1=9 ☐
2-1=1 ☐
7-1=6 ☐

6-1=5 ☐
9-1=8 ☐
3-1=2 ☐
5-1=4 ☐

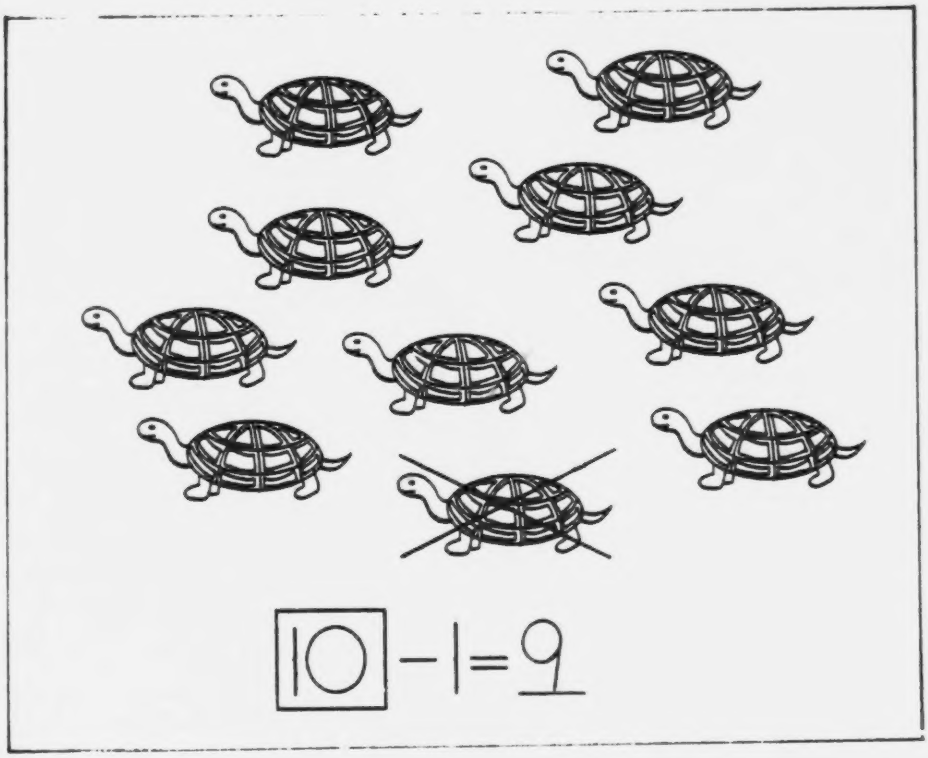
Appendix B24

"One Less" Book

Have children do the following:

- draw ten objects and then cross out one.
- write "10" on the top of the page and "10 - 1 = 9" on the bottom of the page.
- draw pages for 9, 8, etc., down to 1, always subtracting one object from the page.

Sample Page:



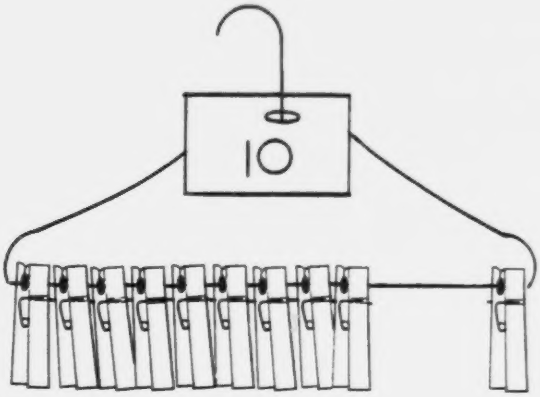
Appendix B25

Clothespin Game

Teacher Directions:

1. Label a wire hanger with a numeral from 1 through 10.
2. Put the corresponding number of clothespins on the hanger.
3. Write number sentence cards for all possibilities relating to that number, and put the number sentence cards in a box.
4. Have children pick a number sentence card and move the clothespins to the left or right to create the number story. (For subtraction, have children remove the appropriate number of clothespins from the hanger.)

Example: $\boxed{10-1=9}$ or $\boxed{9+1=10}$



Number sentences for 10:

0 + 10 = 10
1 + 9 = 10
2 + 8 = 10
3 + 7 = 10
4 + 6 = 10
5 + 5 = 10
6 + 4 = 10
7 + 3 = 10
8 + 2 = 10
9 + 1 = 10
10 + 0 = 10

10 - 0 = 10
10 - 1 = 9
10 - 2 = 8
10 - 3 = 7
10 - 4 = 6
10 - 5 = 5
10 - 6 = 4
10 - 7 = 3
10 - 8 = 2
10 - 9 = 1
10 - 10 = 0

Appendix B26

Goldfish Game

Teacher Directions:

1. Have available animal or goldfish crackers, or cereal such as Cheerios.
2. Give each child the same amount (e.g., 5).
3. Tell a simple story (e.g., "The whale is eating up one little fish").
4. Have each child perform the action in the story (e.g., pretend to be the whale and eat one goldfish cracker).
5. Discuss what happened and how many are now left.
6. Continue the game, encouraging children to create their own stories.
7. If appropriate, have the children write the stories as number sentences.

Appendix B27

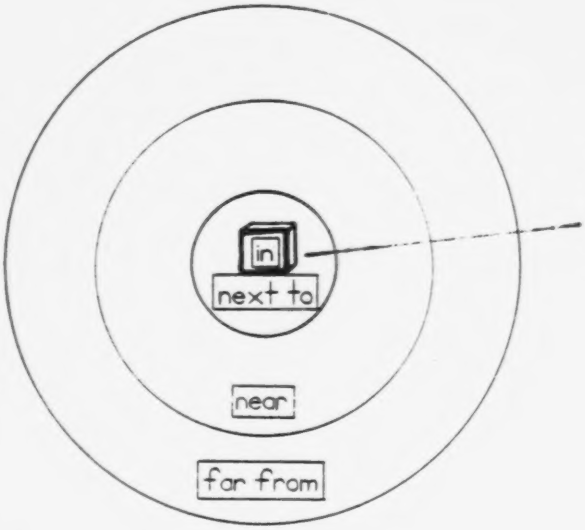
Preparations for "In the Box" Game

Teacher Directions:

Use chalk and three different lengths of string or yarn to draw concentric circles. The following is a simple method for drawing large circles on the floor:

- Mark the center of the circle.
- Tie one end of a piece of string to a piece of chalk.
- Have a child hold the other end of the string on the center of the circle while you pull the string taut and draw the circle on the floor.

Floor Plan:



Box is placed in the center of the concentric circles.

Scorekeeping Chart:

	IN		NOT IN	
Names		next to	near	far from
Mario	11	1111	11	11
Lisaydee	111	11	111	11
Joanna	1	11	111	1111
Victor	1	1	11	~~1111~~ 1
Mioko	11	~~1111~~	1	111
Rajiv	1111	1	1	1111

Appendix B28

TEN LITTLE FISH

By Mayita Dinos and Marion Klar

10 little fish swimming in a line
One swims away and now there are 9.

9 little fish swimming very straight
One swims away and now there are 8.

8 little fish swimming divey-dorey-deven
One swims away and now there are 7.

7 little fish swimming through some sticks
One swims away and now there are 6.

6 little fish taking a dive
One swims away and now there are 5.

5 little fish swimming near the shore
One swims away and now there are 4.

4 little fish swimming in the sea
One swims away and now there are 3.

3 little fish in the ocean blue
One swims away and now there are 2.

2 little fish splashing in the sun
One swims away and now there is 1.

1 little fish feeling mighty low
Looked all around. Said, "Where did they go?"

Appendix C1

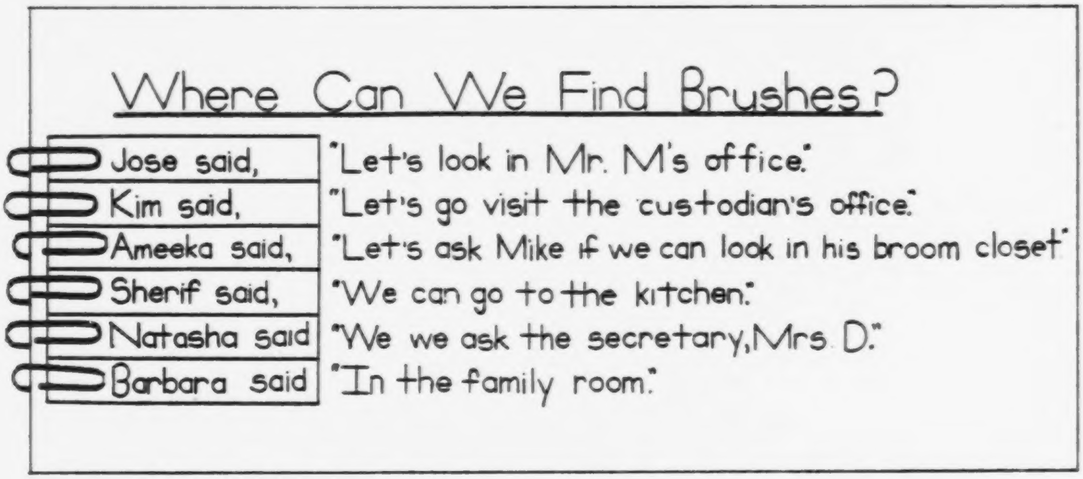
Experience Chart: Where Can We Find Brushes?

Prepare a name card for each child in the class. Format: Jose said,

Leave space at the beginning of each child's dictated sentence so that name cards can be clipped in front, e.g.:

Jose said, "Let's look in Mr. M's office."

Note: Cards may be used for other similar activities.



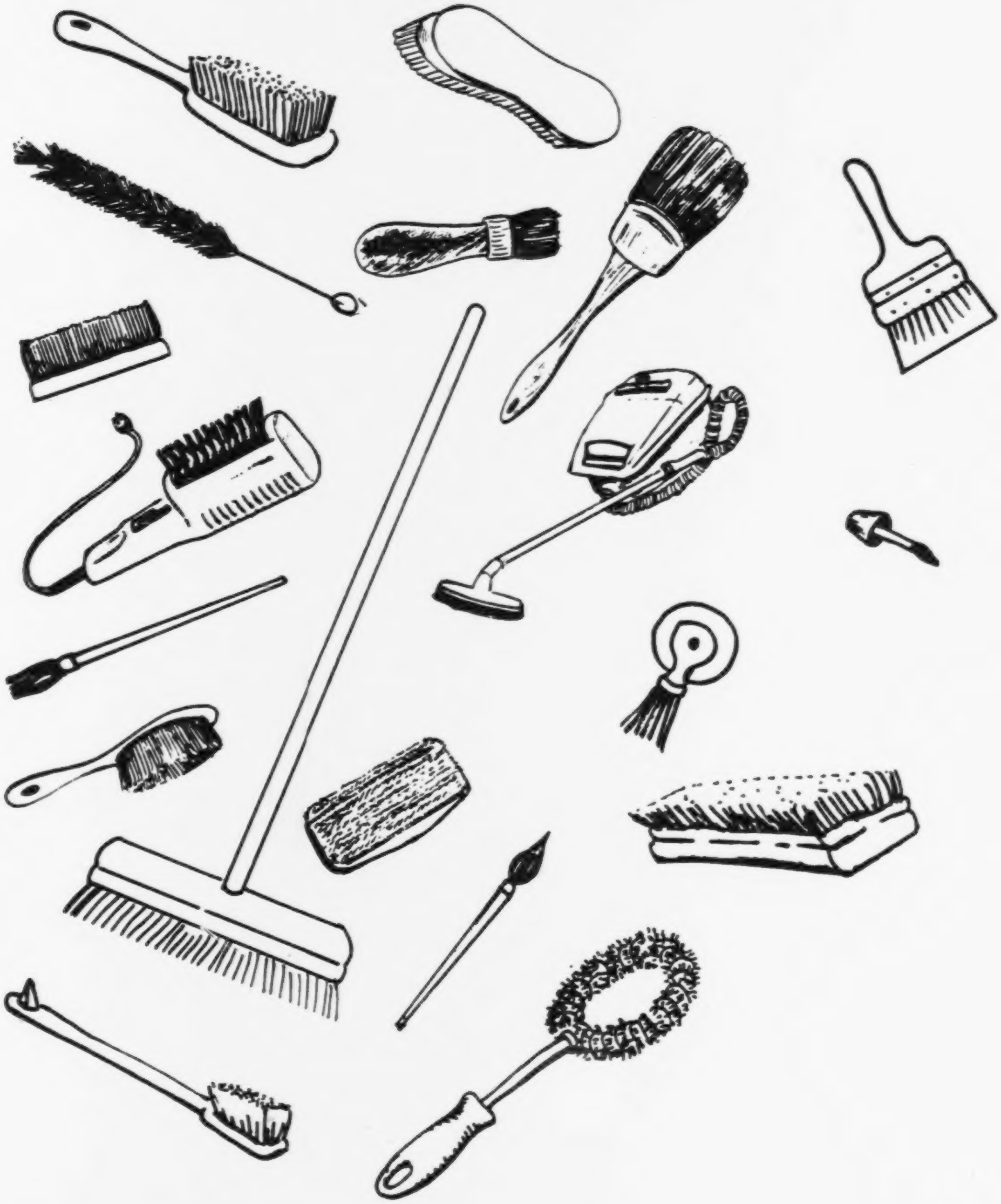
Where Can We Find Brushes?

Jose said, "Let's look in Mr. M's office."
Kim said, "Let's go visit the custodian's office."
Ameeka said, "Let's ask Mike if we can look in his broom closet"
Sherif said, "We can go to the kitchen."
Natasha said "We we ask the secretary, Mrs. D."
Barbara said "In the family room."

Appendix C2

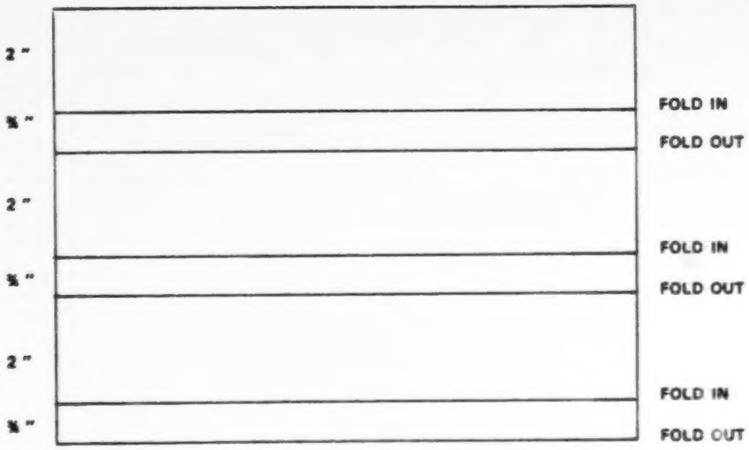
All Kinds of Brushes

Use this page for reference when you draw brushes on charts or cards for activities in this theme.



Appendix C3

How to Make a Pocket Chart for the "Brushes in Our School Chart"

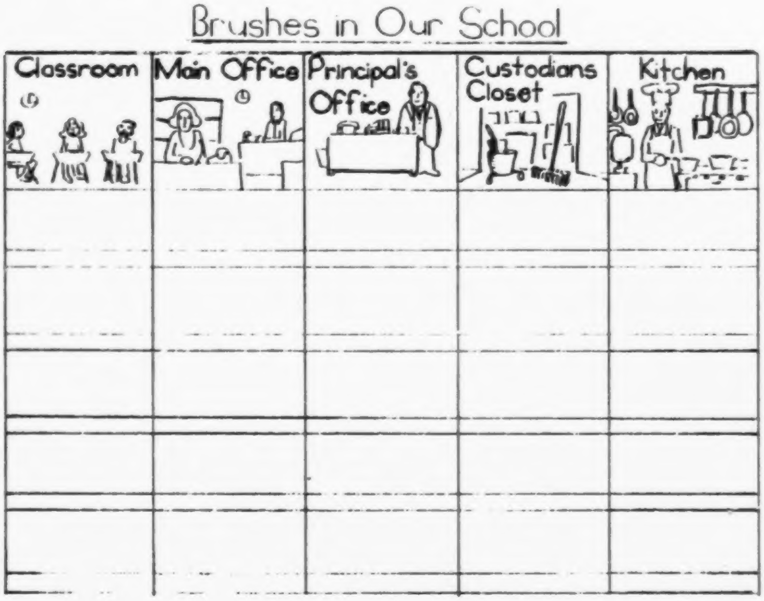

2"
¾"
2"
¾"
2"
¾"
FOLD IN
FOLD OUT
FOLD IN
FOLD OUT
FOLD IN
FOLD OUT

Teacher Directions:

1. Fold 9 x 14 oaktag as shown, and staple the ends together. Your pocket chart will have three rows.

2. Make your picture cards 2" high.

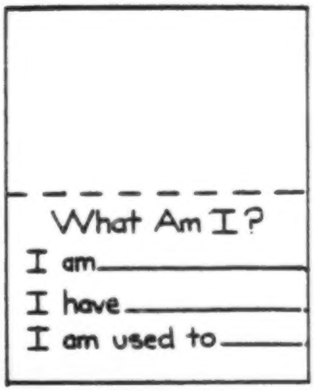
3. For this activity, make 2 pocket charts according to these directions, and attach them one above the other. A separate 2" strip can be attached on top for column titles. If larger paper is available, the chart can be made using one sheet of large paper.


Brushes in Our School
Classroom
Main Office
Principal's Office
Custodians Closet
Kitchen

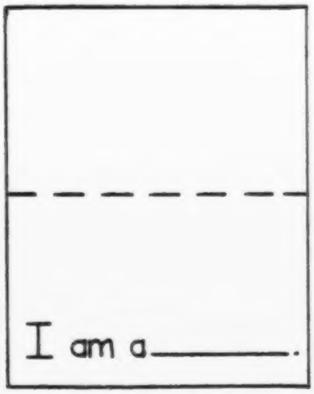
Appendix C4

Riddles: What Am I?

Front



Inside



Teacher Directions:

1. Fold paper in half.
2. Provide 3 sentences with blanks to fill in specifics, or have children write original sentences.
3. Leave space for an original drawing or magazine cut-out.
4. Provide an answer sentence, leaving a blank for the name of the brush.

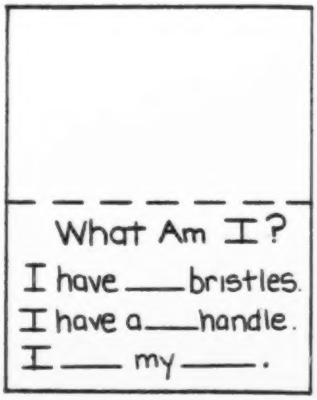
Appendix C5

Riddle for Limited English Proficient Children

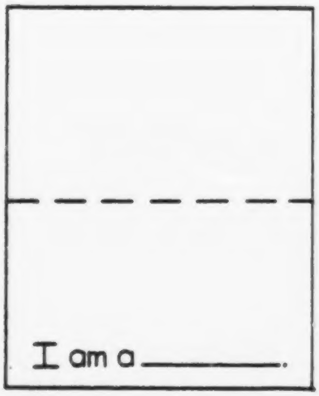
I have (hard) bristles.
I have a (long) handle.
I (clean) my (floor).
I am a (broom).

Suggested Riddle Format for Limited English Proficient children:

Front


What Am I?
I have ___ bristles.
I have a ___ handle.
I ___ my ___.

Inside



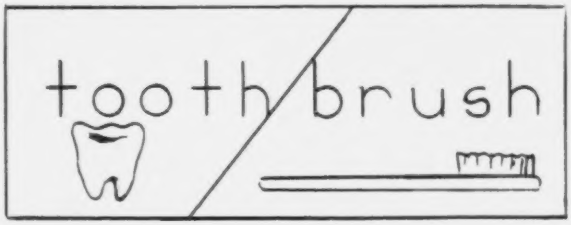
Teacher Directions:

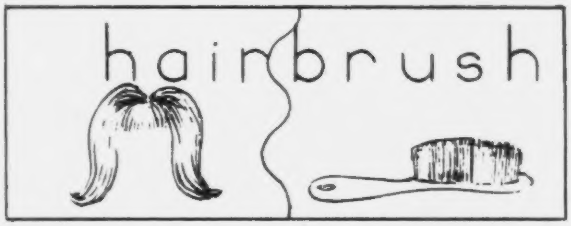
1. Fold paper in half.
2. Provide 3 sentences with blanks to fill in specifics.
3. Leave space for an original drawing or magazine cutout.

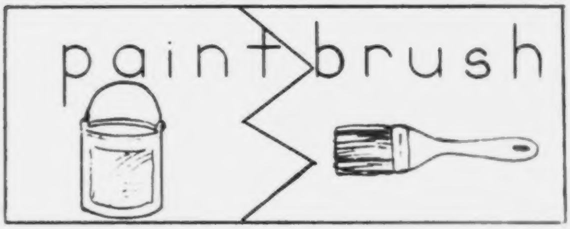
Appendix C6

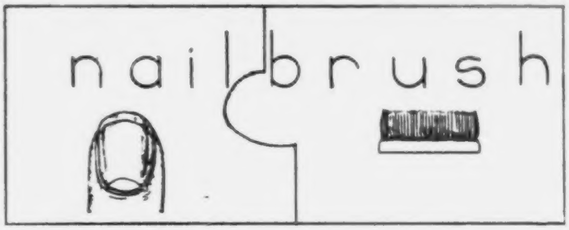
Compound Word Activity 1

Prepare puzzle by pasting on cardboard and cutting along lines:


tooth
brush




paint
brush



Compound Word Activity 2

Write the words that make up each compound word.

toothbrush = ____________ + ____________

paintbrush = ____________ + ____________

hairbrush = ____________ + ____________

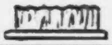
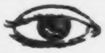
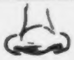
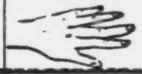
nailbrush = ____________ + ____________

Appendix C7

Sensory Awareness Activities

Sensory Awareness Chart

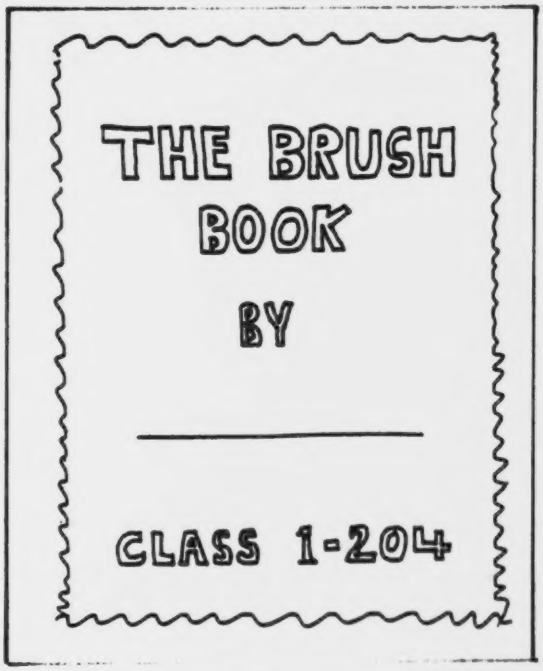
Elicit appropriate descriptive language and fill in chart, using children's words.

Brush	How does it work?	How does it smell?	How does it feel?	What can it do?
				?
toothbrush 	small has hande colorful	sweet like plastic minty	soft bristles hard handle smooth	brush teeth hang splatter rub
paintbrush 	strong heavy large brown metal	strong bad stinky	rough hard smooth	smooth spread dip move
broom 	long handle tall broad powerful	woody dusty	solid heavy smooth coarse	sweep glide fall

Appendix C7 (continued)

Brush Book

Have children make books about brushes. Prepare rexographed pages with a different kind of brush on each page and questions for the children to answer. Sample pages follow:

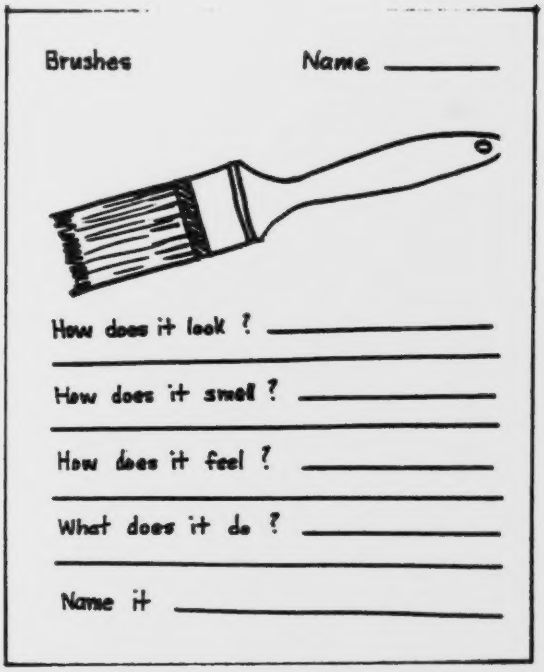


THE BRUSH BOOK

BY

____

CLASS 1-204



Brushes Name ________

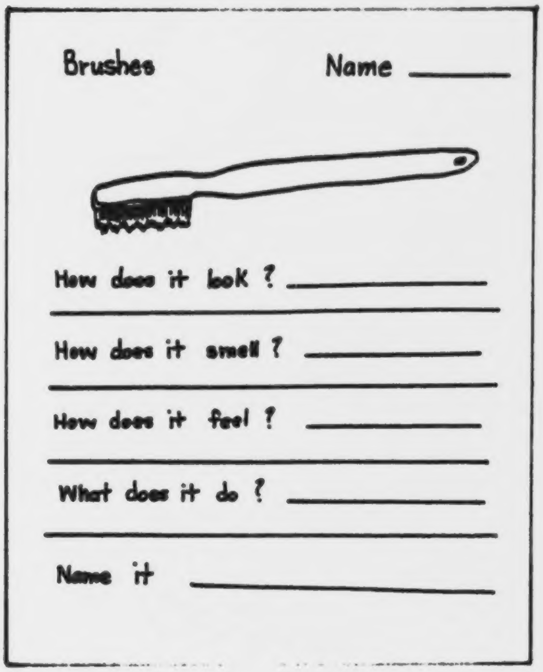
How does it look ? ____________

How does it smell ? ____________

How does it feel ? ____________

What does it do ? ____________

Name it ____________



Brushes Name ________

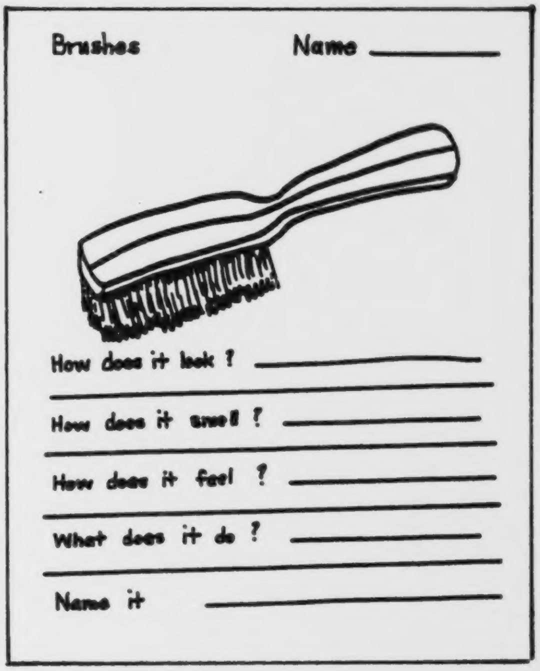
How does it look ? ____________

How does it smell ? ____________

How does it feel ? ____________

What does it do ? ____________

Name it ____________



Brushes Name ________

How does it look ? ____________

How does it smell ? ____________

How does it feel ? ____________

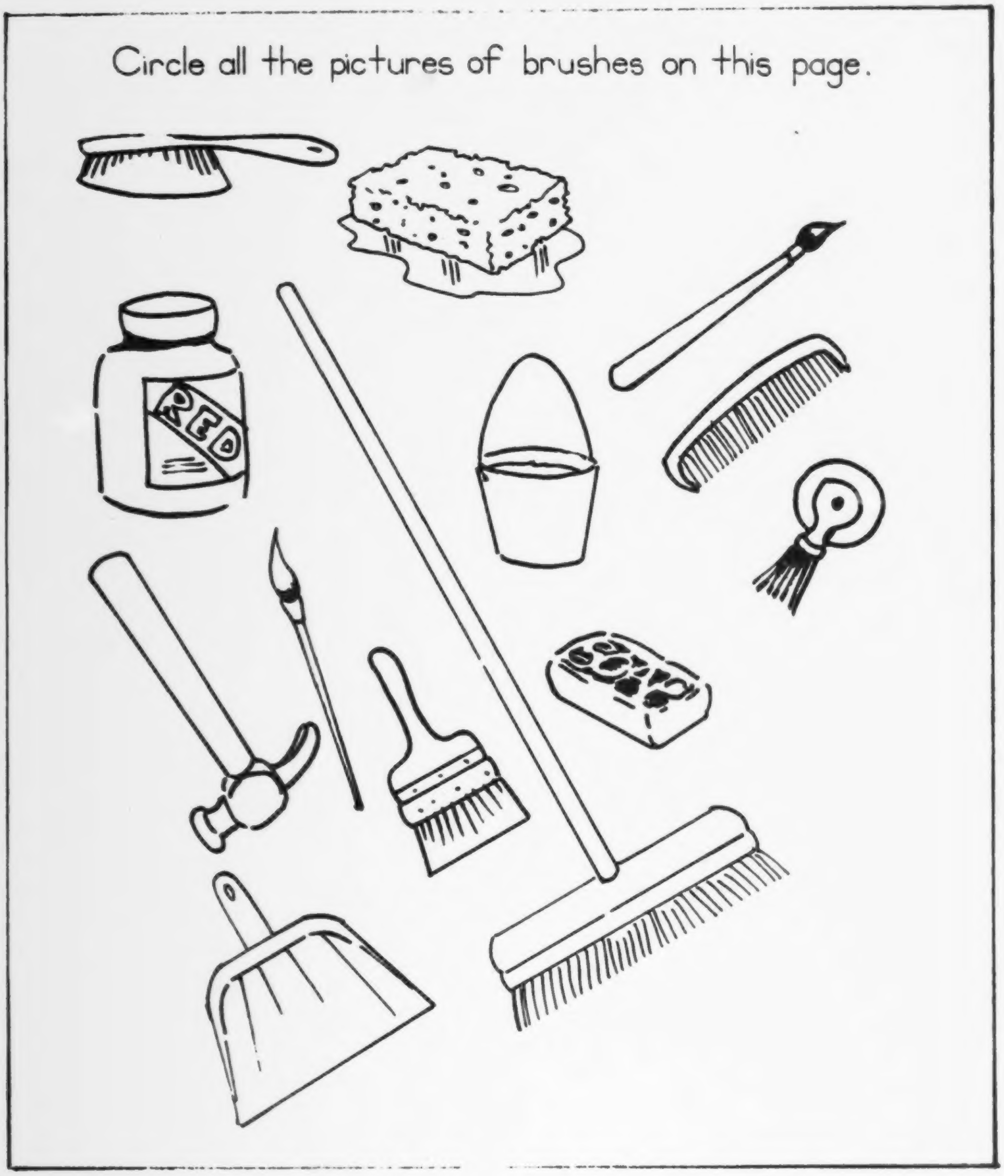
What does it do ? ____________

Name it ____________

Appendix C8

Classification Activity 1

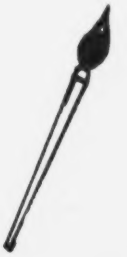
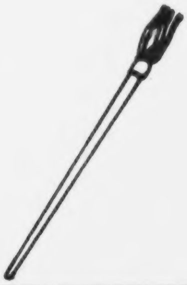
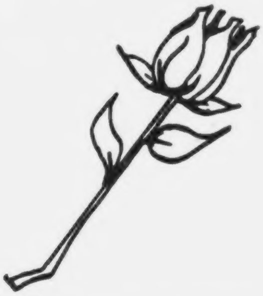
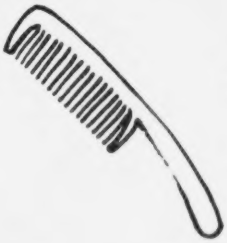
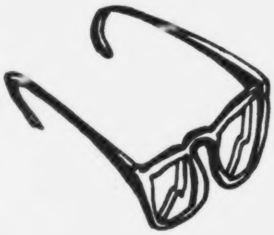
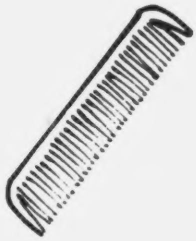
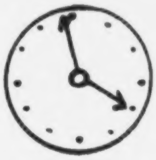
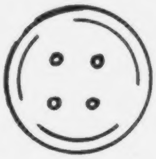
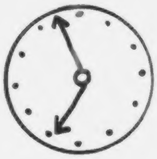
Circle all the pictures of brushes on this page.



Circle all the pictures of brushes on this page.

Classification Activity 2

In each row, circle the object that does not belong.

Classification Activity 3

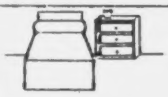
Draw any 2 brushes you saw on the walk. Draw a line from each brush to the name of the place where you saw it.

Principal's Office
Main Office
Kitchen
Classroom
Custodian's Closet

Classification Activity 4

(Possible Homework Assignment)

Draw the different brushes you find at home.

in the kitchen	 in the bedroom
in the bathroom	in the living room

Classification Activity 5

The Brushes in My Home

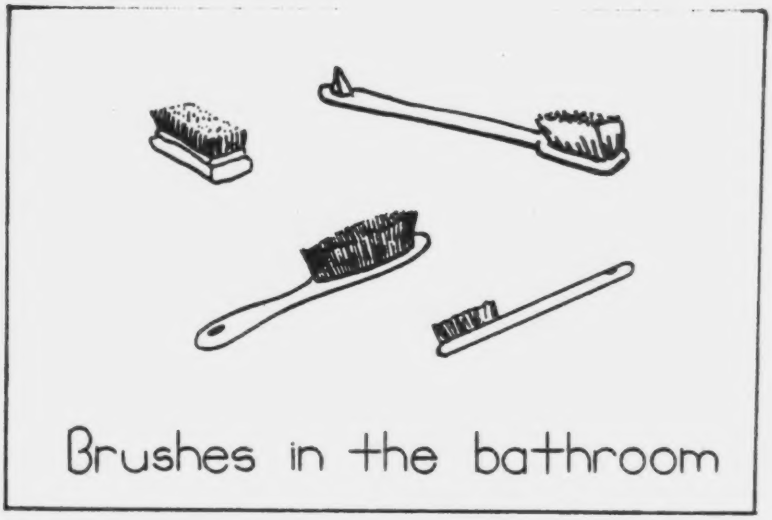
Provide the following sentences for this book (one on each page):

Brushes in the living room
Brushes in the kitchen
Brushes in the bedroom
Brushes in the bathroom

These are alternate sentences for use with LEP children:

I found brushes in the living room.
I found brushes in the bedroom.
I found brushes in the kitchen.
I found brushes in the bathroom.

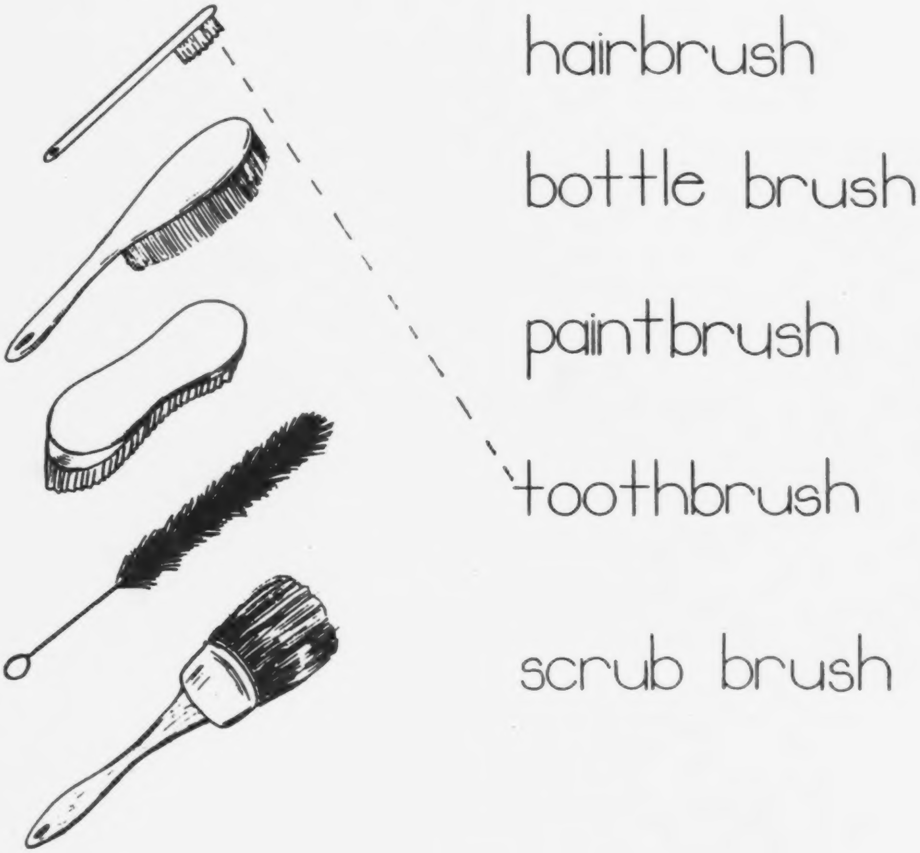
Children can cut and paste or draw appropriate brushes for each room. For example:



Appendix C9

Matching Brushes to Words

Draw a line from the picture to the matching word.


hairbrush
bottle brush
paintbrush
toothbrush
scrub brush

Appendix C10

Poem: "I Know a Lot of Brushes"

by Virginia Cramer

I know a lot of brushes,
At home they're everywhere,
I use one for my teeth each day,
And another for my hair.

We use them in the kitchen,
And in the bathroom too,
There's one to brush my linty coat,
And another for my shoe.

We use a brush for vegetables,
and a big one for the floor,
I smooth my kitty's fur with one,
Do you want to hear about more?

Follow-Up Activity for "I Know a Lot of Brushes"

Teacher Directions:

Put the poem on the chalkboard and read the poem with the children a few times. Then, ask for volunteers to do the following:

- Find and circle all the words that say brushes.
- Find and circle all the words that contain double letters, e.g., "Can you find a word with double t's?"
- Find a word with two letters that are the same but not next to each other (e.g., vegetables), or, find a word with two e's in it.
- Find and circle as many words as you can that have s in them.
- Find and circle as many compound words as you can.
- What other words do you want to circle? Why?

Appendix C11

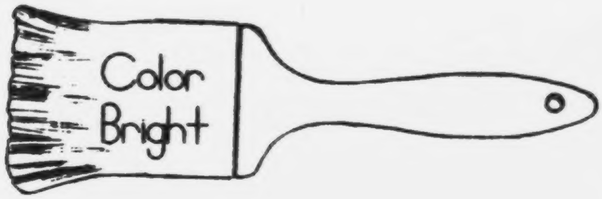
Renaming a Brush

(Sample for Direct Instruction)

Teacher Directions:

Have children do the following:

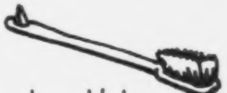
- Select a brush.
- Trace the brush.
- Cut out the brush shape.
- Color the brush shape.
- Decide on a new name for the brush.
- Write the new name on the brush shape.



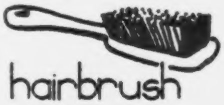
Appendix C12

New Names for Brushes We Know

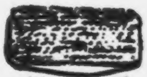
Rename the brushes below.
Write the new name next to each brush.



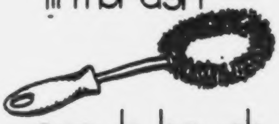
toothbrush



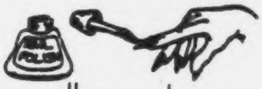
hairbrush



lintbrush



scrub brush



nailbrush

Appendix C13

The following song can be sung to the tune of "Mulberry Bush." After children have sung all verses, elicit other examples of things people scrub, clean, polish, paint, smooth, spread, and sweep.

This is the way we scrub the tub, scrub the tub, scrub the tub.
This is the way we scrub the tub early in the morning.

clean our teeth
polish our shoes/nails
paint the wall
paint a picture
smooth our hair
spread the butter
sweep the crumbs
sweep the floor
brush the dog

Experience Chart: What Can a Brush Do?

What Can a Brush Do?

scrub
clean
polish
paint
smooth
spread
sweep

Appendix C14

Inventing Brushes

Introduce new vocabulary before children use this activity sheet.

Let's pretend! Draw the brush you would use to:

brush an alligator's teeth

sweep the moon

brush a caterpillar

clean an elephant's toe nail

brush Rapunzel's hair

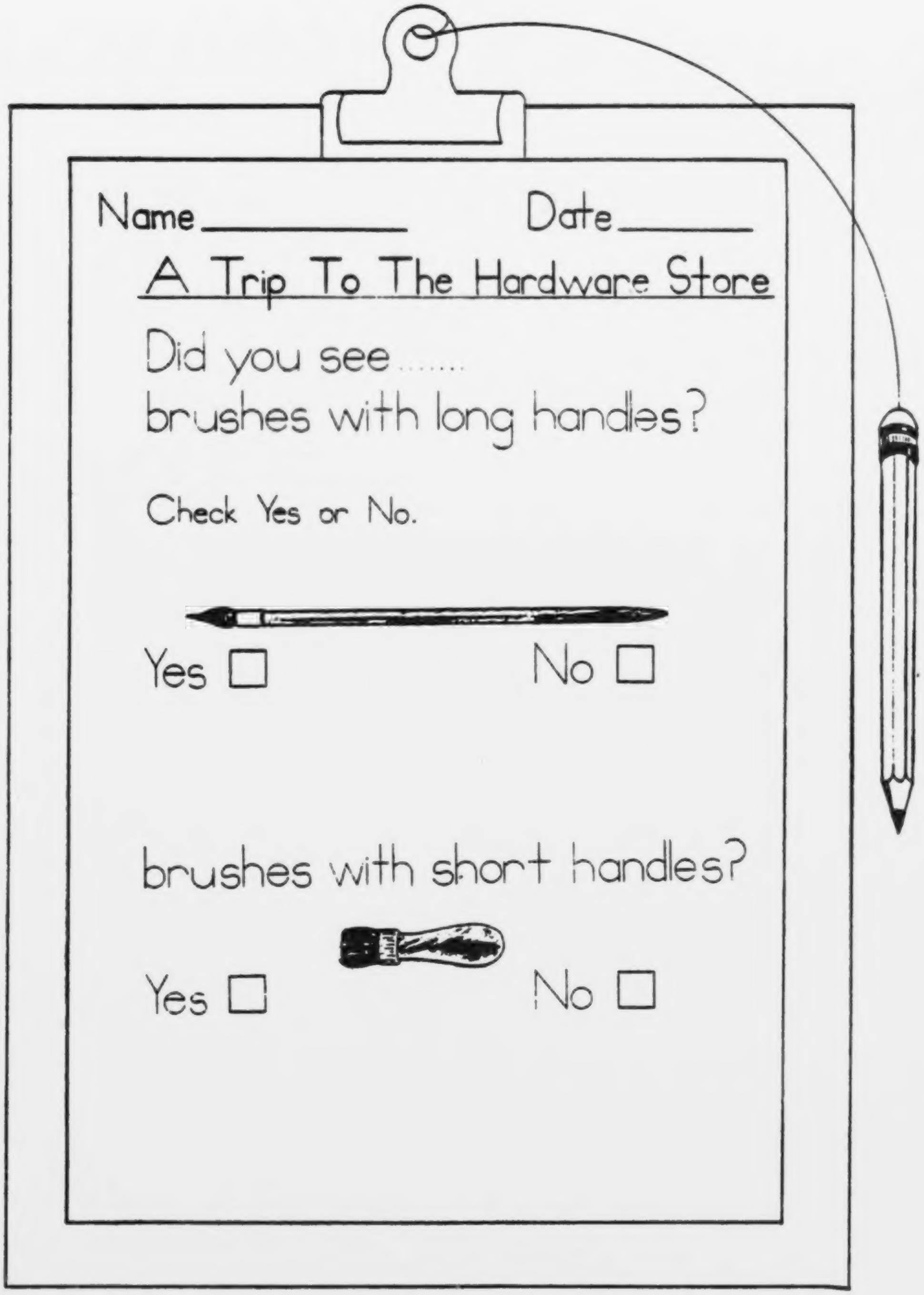
Pick two of these brushes.
Write what the brush is used for.
Draw the brush.

This brush is used to

This brush is used to

Appendix C15

Trip Board



Name ____________ Date ________

A Trip To The Hardware Store

Did you see ....

brushes with long handles?

Check Yes or No.

Yes ☐ No ☐

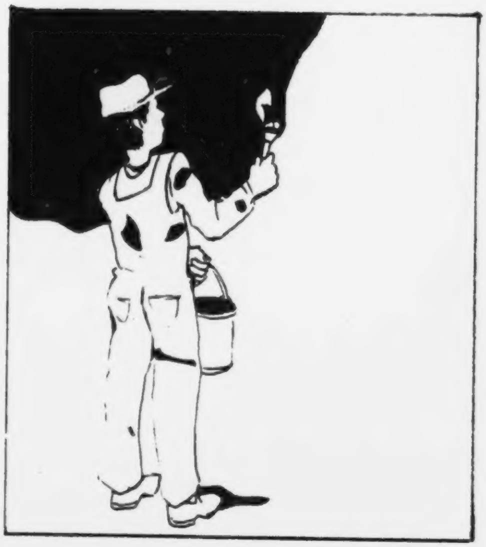
brushes with short handles?

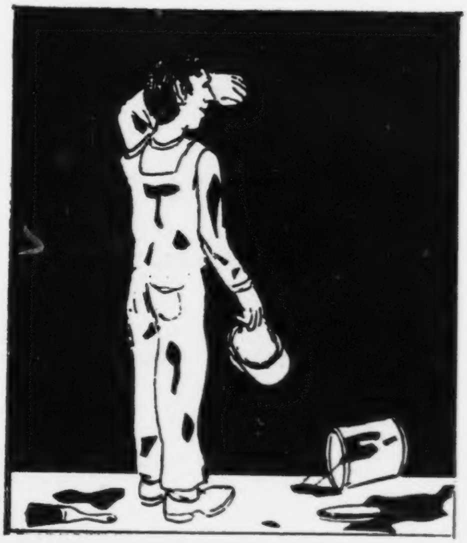
Yes ☐ No ☐

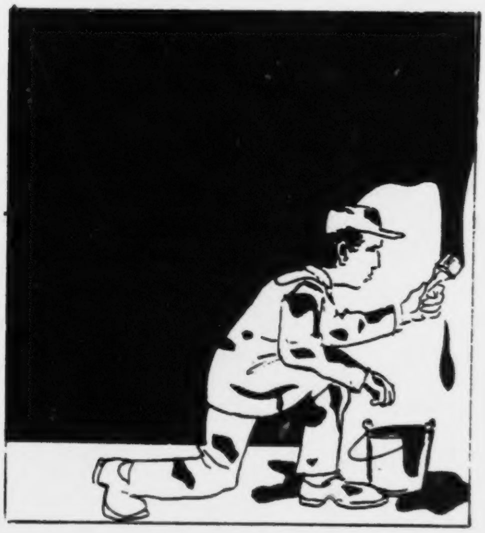
Appendix C16

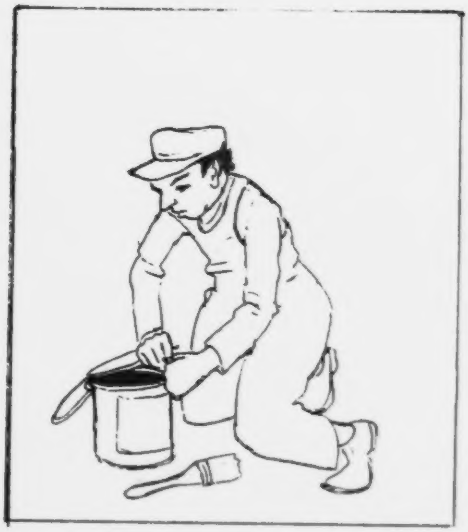
Sequencing Activity

Put these pictures in order
Tell or write a story about them.



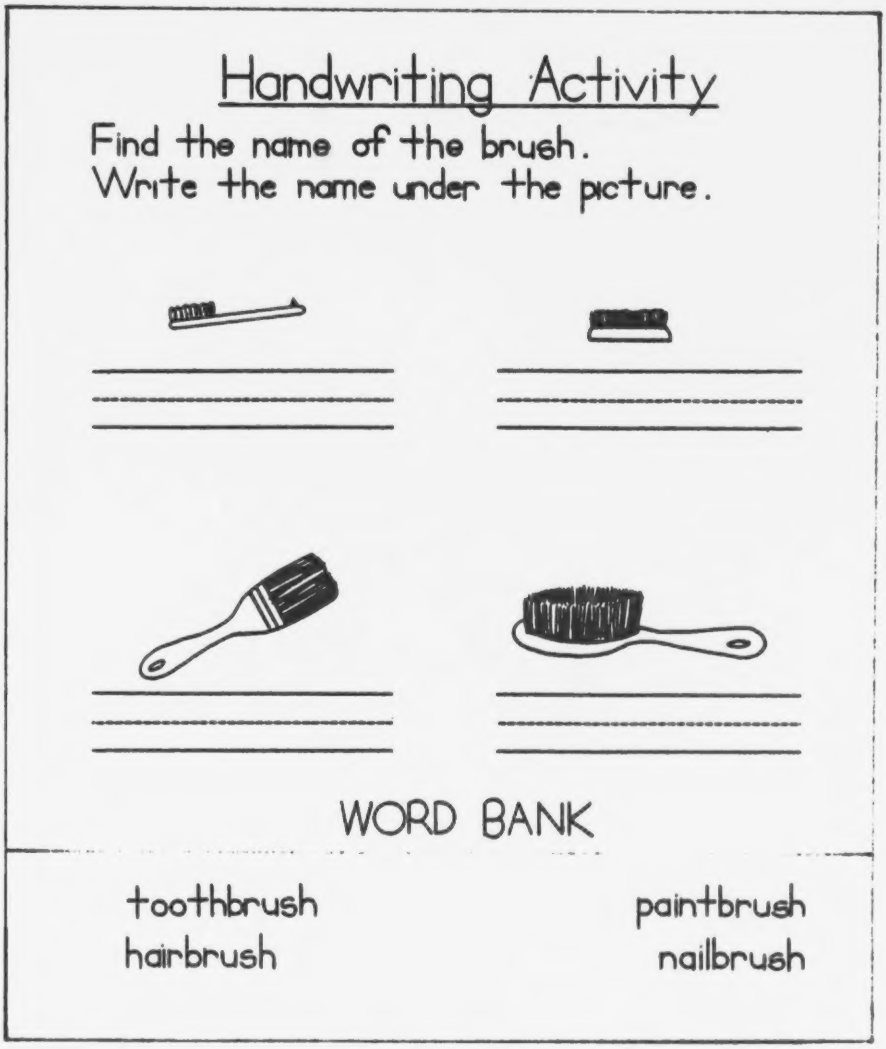






Appendix C17

Handwriting Activity



Handwriting Activity

Find the name of the brush.
Write the name under the picture.

WORD BANK

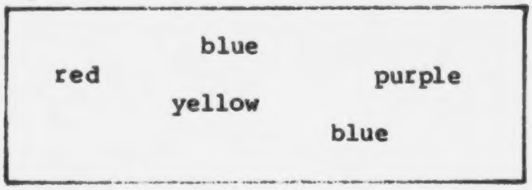
toothbrush	paintbrush
hairbrush	nailbrush

Appendix C18

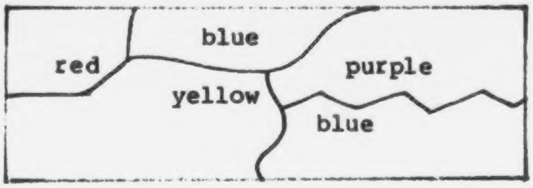
Painting Experience with Colors

Directions:

1. Use newprint or manila paper, and write color words randomly on the page with black crayon, e.g.:


blue
red
purple
yellow
blue

2. Have child draw an original design around the words, e.g.:


blue
red
purple
yellow
blue

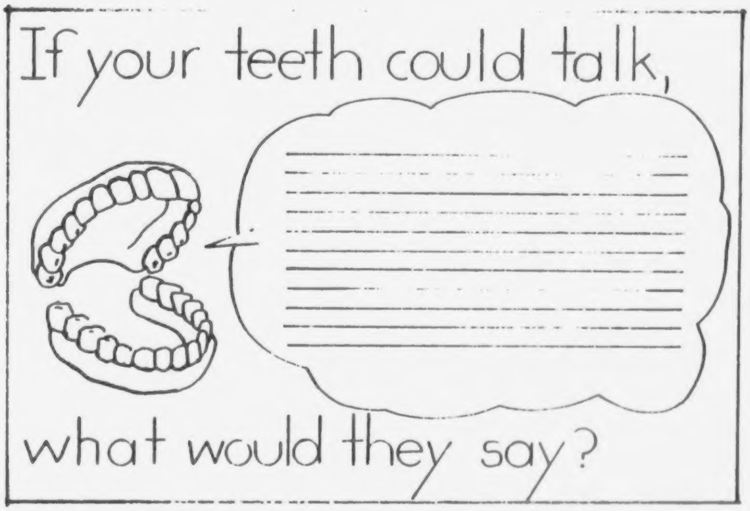
3. Have child use available brushes to fill in each space with the appropriate color.

Variation:

For more advanced work, suggest that children write the color words themselves and proceed as indicated.

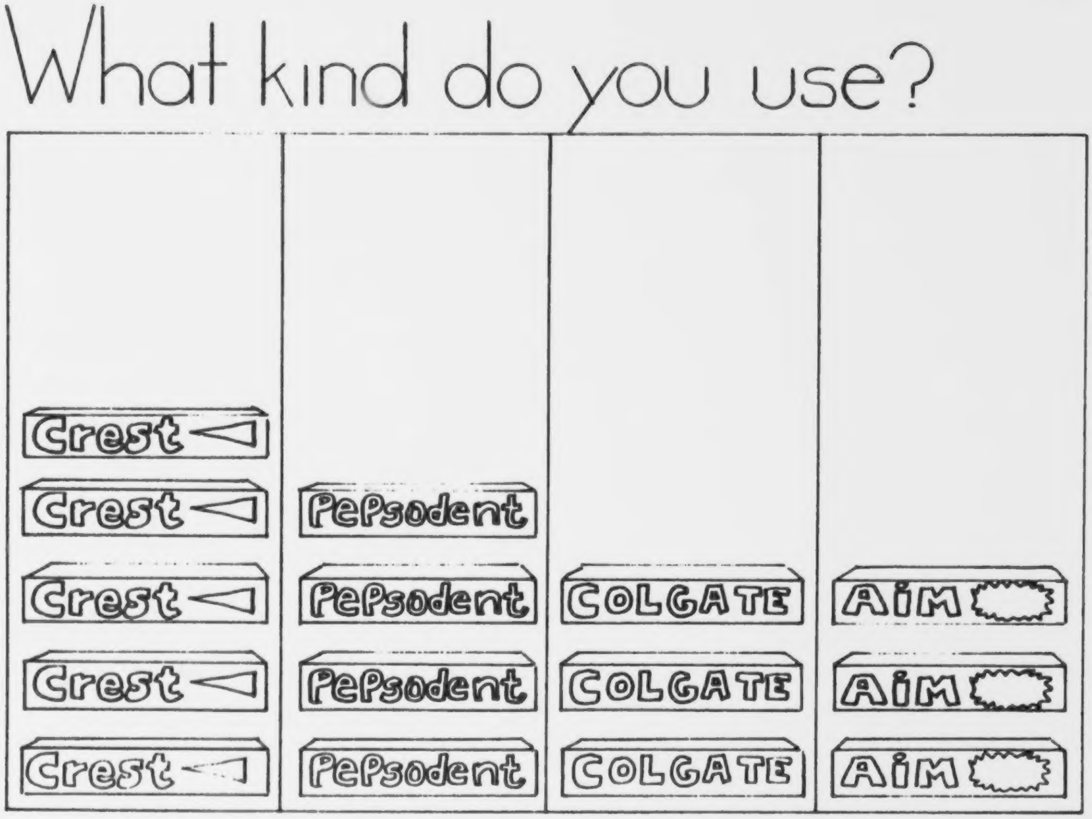
Appendix C19

Talking Teeth


If your teeth could talk,
what would they say?

Appendix C20

What Kind Do You Use?



Appendix C21

Follow the Path to a Healthy Smile

Directions for Playing "Follow the Path to a Healthy Smile":

Who can play?
- two players

What do you need?
- one marker for each player
- game board and game cards
- a coin or die

How do you play?
- Each player tosses the coin or die. The one who gets the highest number goes first. (When tossing a coin, heads = 2; tails = 1.)
- Each player tosses and moves the appropriate number of spaces.
- When a player lands on a smile, the player picks up a smile card. The teacher or the child reads the smile card and follows the directions.
- The first player to reach the smile at the end of the path is the winner. Or, the winner is the first player to get the smile card with the instruction to go directly to the smile.

Ideas for Smile Cards:

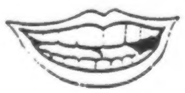
You've just had your yearly visit to the dentist. Jump ahead three spaces.

Hooray! You just ate an apple instead of a candy bar. Jump ahead two spaces.

Oops! You forgot you weren't supposed to bite your nails. Jump back one space.

Good for you! You remembered to brush your teeth this morning. Jump ahead three spaces.

Ouch! Don't crack that nut with your teeth! Jump back two spaces.



Raw, raw, raw!!! Whenever you can, eat fruits and vegetables raw. Jump ahead four spaces.

Good! You didn't pull! That loose tooth will come out by itself. Jump ahead two spaces.

You're seven and you haven't lost a tooth yet. Relax! It's okay. Jump ahead three spaces.

Your reward for taking care of your teeth is a beautiful, healthy smile. Go directly to the smile and say, "Cheese!"

You have a toothache! Hurry, call the dentist! Jump ahead three spaces.

Too bad! Your toothbrush is worn out and you haven't bought a new one yet. Jump back one space.

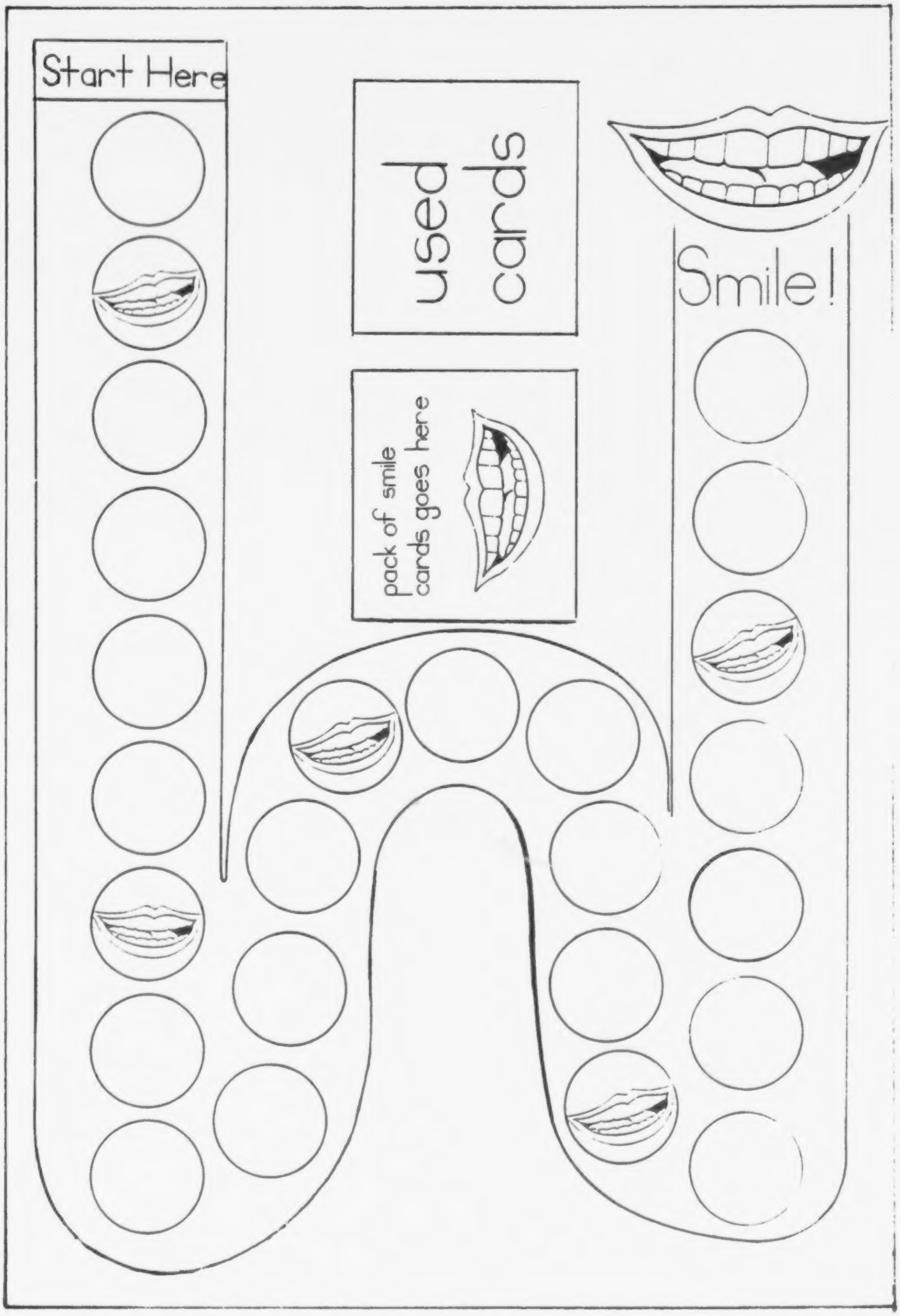
Crunch! A carrot after meals cleans your teeth like a toothbrush. Jump ahead three spaces.

Watch out! You've been eating too many sweets. Jump back three spaces.

Slow down! Chew your foods carefully before you swallow. Jump back two spaces.

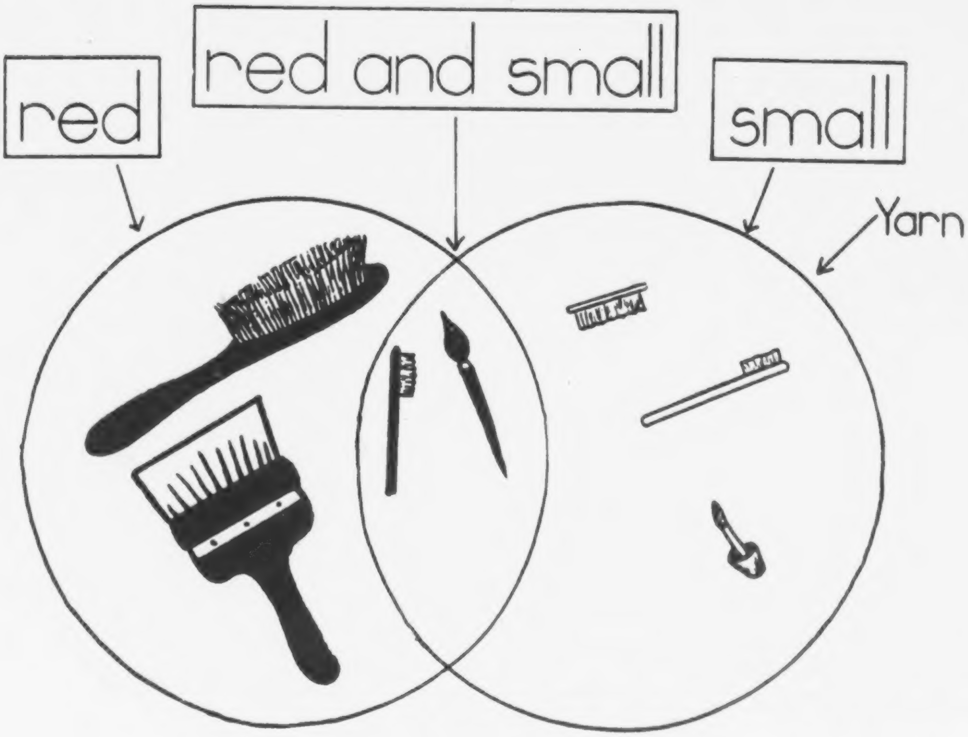
Appendix C21 (continued)

Game Board:


Start Here
used cards
Smile!
pack of smile cards goes here

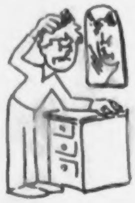
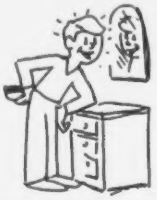
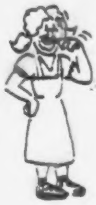
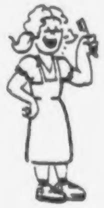
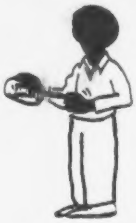
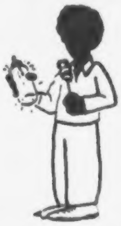
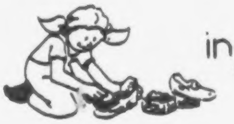
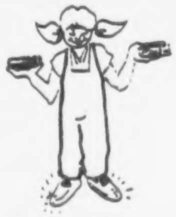
Appendix C22

Union of Sets


red
red and small
small
Yarn

Appendix C23

Brushing/Brushed

He is  ing.	He  ___ed
She is  ing.	She  ___.
He is  ing.	He  ___
She is  ing.	She  ___.

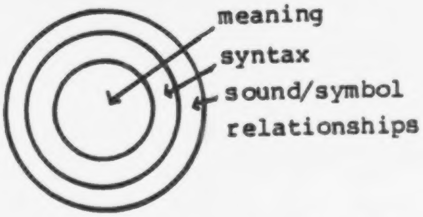
Section 5
The Literate Child

The Literate Child

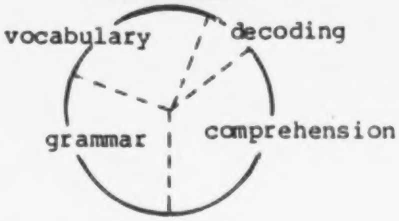
What is Reading?

Parents, teachers, children, and researchers differ in their explanations of what reading is and what one must do to be a good reader. Many noted scholars have developed models to define the reading process. "It has even been found that every teacher and child carry around their own reading models in their heads and approach the printed word in their particular styles."[1]

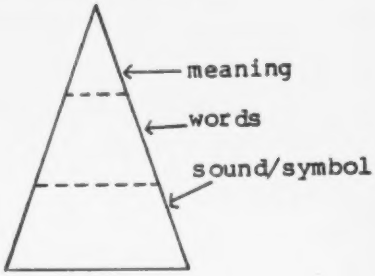
Language-Based Model A



Skills Model B



Decoding Model C



LANGUAGE-BASED MODEL (figure A)

In a language-based model, reading takes place when children bring their experiences, their abilities to use language, their knowledge of phonics, and their thinking power, to focus on getting the author's message. Children use grammatical structure as one type of clue in indentifying unknown words. They draw upon meaning clues from known words in the text to guess unknown words in the same sentence or paragraph. Children also use print and the sounds it represents to identify words that are unfamiliar. Children are encouraged to take risks: guessing at words because, like good detectives, they are processing a minimum of known information to fill in the blanks. They speculate about what the overall meaning of the text should be and test their theories constantly. They may self-correct their errors when they predict or guess a word that does not make sense, and then they continue to use strategies such as "sampling, predicting, confirming and correcting."[2]

SKILLS MODEL (figure B)

In a skills model reading is broken down into subskills or component skills that are taught directly to children. For example, children may be taught specific skills such as decoding, vocabulary development, and comprehension.

DECODING MODEL (figure C)

In a decoding model reading is a very precise process in which children look at visual patterns--shapes of lines and curves that are discerned as letters. The letter symbols are decoded into sound representations which form words and sentences, from which meaning can be derived. The emphasis lies in processing the information--every letter, each word.

[1] Jerome Harste and Carolyn L. Burke, "A New Hypothesis for Reading Teacher Research: Both the Teaching and Learning of Reading Are Theoretically Based" in P.D. Pearson (Ed.), Reading Theory, Research and Practice: Twenty-sixth Yearbook of the National Reading Conference (Clemson, SC: National Reading Conference, 1977), p. 33.

[2] Kenneth Goodman, "The Know-More and the Know-Nothing Movements in Reading: A Personal Response." Language Arts, 56, September 1979. Reprinted with the permission of the National Council of Teachers of English.

How we actually read is really an amalgamation of all models: whole-language, decoding, and skills.

What are the implications for the classroom teacher if children naturally employ an amalgamation of processes? Since six-year-old children are essentially tactile/kinesthetic/visual learners, teachers can meet the challenge by creating a very rich environment which fosters reading. That means that teachers must present children with a wide variety of materials that bombard their learning modalities (tactile, kinesthetic, visual, auditory senses), capture their interests, build on their strengths, and appeal to their individual learning styles. These multi-sensory devices might include games, book tapes, filmstrips, activity cards, beaded and sandpaper letters.[3]

Diagnosing Reading Needs

"Kidwatching" is the primary means by which the observant teacher learns about children's individualized needs and is able to assess children's informal and formal responses, unsolicited comments, and graphic representation in the form of drawings and emergent writing.

In the area of reading, the process of kidwatching affords teachers many opportunities to assess how children are learning to read and exactly where they need additional help.

Teacher assessment can take the form of examining children's art and written work, looking at samples of work over a period of months, investigating how children and their parents interact with print at home, and how parents help children become aware of print in the environment. Teachers can note how aware children are of print in the environment, where signs, charts, labels, books are omnipresent. Do children pay attention to print on signs, boxes, labels, sneakers, children's shirts? Can children recognize words in books? Do they recognize names of classmates?

Formal testing gives educators statistics: norms and criteria by which districts, schools, classes, and individuals can be measured and evaluated year by year in terms of reading progress. Some testing devices are diagnostic and afford insight into a child's specific strengths and weaknesses. Test results can be used in planning short term and long term goals, school programs, objectives for children and/or classes. Marie Clay[4] has developed a simple test called the "Concepts about Print Test." The teacher can use it with a new student or new reader between the ages of five and seven. The child reads a small booklet, Sand or Stones, and responds to twenty-four questions about it. Even if a teacher does not have a copy of the Sand or Stones book, many of Clay's questions can be asked about a basal or a child's story book. The list takes about ten minutes. From it the teacher can determine if the child:

---

[3] Marie Carbo, "Research in Learning Style and Reading: Implications for Instruction," In Theory into Practice: Matching Teaching and Learning Styles (Columbus, OH: College of Education, The Ohio State University, Winter 1984), pp. 72-76.

[4] Marie M. Clay, The Early Detection of Reading Difficulties, second edition (Auckland, New Zealand: Hienemann Educational Books, 1979) pp. 17-21.

- can find the front of the book
- knows where to begin reading
- understands left to right directionality
- is able to sweep left to right
- can point word by word as the teacher reads
- can distinguish between first and last
- notes inversion of picture (understands bottom)
- notes inverted print
- is aware when the teacher reads the last line on the page first
- indicates that reading begins on a left page before a right page
- hears and sees words read out of sequence
- sees and hears letters out of order in words
- finds mistakes in letter order in words
- understands the function of a question mark, a period, a comma, a quotation mark
- can find corresponding lower case letters to match to given upper case letters
- can distinguish between reversible words such as was and no
- finds one letter, two letters
- finds one word, two words
- finds first and last letters of a word
- recognizes a capital letter

Clay also suggests that when children are reading formally and need to be grouped, a teacher can make three lists of 15 words, taken from the 45 most frequently used words in the child's reader.[5] The child can be asked to read one of the lists in order for the teacher to determine the child's reading vocabulary. An alternate option is giving children an open book test to determine placement in a group.

Edward Chittenden, reminds teachers that current research in psychology is not designed to show "error," but to tell "where someone is coming from."[6] Children differ in how they approach print, and it is important for teachers to be aware of these individual differences. Some children have a sense of story. Some children have letter/sound knowledge. Other children invent as they go along. Some children are able to self-correct using syntactic and semantic clues. Children operate conceptually by looking at situations and objects in terms of either the whole or specific detailed parts. By observing children, looking at how they read orally, and examining samples of their work (invented spelling, writing, worksheets), teachers can determine how to meet individual needs. Although teachers use a range of informal and formal assessment devices, Chittenden contends that the best measure of reading is reading.

[5] Ibid, p. 24.

[6] Dr. Edward Chittenden, Senior Research Psychologist, Educational Testing Service, at a lecture at the Early Childhood Liaison Meeting at the New York City Board of Education, Hall of the Board, April 11, 1984.

[7] Yetta M. Goodman and Carolyn L. Burke, Reading Miscue Inventory Manual: Procedure For Diagnosis and Evaluation (New York: Macmillan Publishing Company, 1971).

Goodman and Burke[7] suggest that teachers tape children's oral reading and retelling of a selection. The teacher can analyze the kinds of errors or miscues, that children make and how well they comprehend the text based on the retelling of the story. Then the teacher can prepare the specific types of reading strategy lessons that the children need. In the Goodman and Burke system, errors are analyzed in terms of quality rather than quantity. The teacher asks: Does the error fit in meaning of the passage? Does the error fit grammatically? Does the error look like the word that was written by the author?

After a child's strengths, weaknesses, and strategies have been diagnosed, the teacher can plan a program for strengthening the weaknesses. For example, if a child is making a lot of word substitutions, the teacher will know if the child is relying heavily on grapheme/phoneme clues, or if the child is using meaning or grammar to discover the unknown words. Perhaps the child needs to focus more attention on the meaning of the text. Marie Clay indicates that there are many teaching procedures to help children in areas which give them problems. For example, if a child has difficulty with left to right directionality, a green sticker can be placed at the starting point of a reading selection. If children have difficulty in understanding space and that letters cluster together to form words, magnetic letters may be used with exaggerated spaces between words as a teaching aid.

These are examples of "Reading Recovery Teaching Procedures" that classroom teachers can use with individuals and small groups in a first grade classroom regardless of the teacher's method of teaching reading. A resourceful teacher can make simple materials or use basals and workbooks in a nonprescribed manner to help children achieve success in reading.

Basal Readers

Each school and/or district sets its own policy in terms of which reading programs will be used. Teachers are expected to follow the prescribed policy in terms of grouping children; using basal readers and other mandated programs; and organizing and preparing children to work independently, in small groups at learning centers, and/or using workbooks and worksheets at their tables.

In a recent study of how groups of first, third, and fifth grade teachers make use of basal reader manuals, Dolores Durkin[8] found that the effectiveness of using basals diminish unless teachers:

give more time to:
- new vocabulary
- background information
- prereading questions
- instruction on essential topics
- better but fewer assignments

spend less time on:
- oral reading and comprehension questions

[8] Dolores Durkin, "Is There a Match between What Elementary Teachers Do and What Basal Reader Manuals Recommend?" The Reading Teacher 37 April 1984, p. 744.

Versatile Uses of Basals

There are diverse ways which teachers can use to teach reading, employing basal readers.[9] In terms of introductory activities which prepare children for the story, prediction and discussion can be initiated by having children examine picture clues, titles, italicized words, and features that stand out in the print.

When introducing new vocabulary, caution should be taken not to overload children with too many new words. New words should be introduced in context. The teacher can choose words based on their importance in transmitting key ideas and their frequency of use. Other words may just be pronounced by the teacher as reading goes along. Teachers observe how children respond to the new vocabulary to determine when to stop and which words should be reintroduced at another time and in a different context.

The use of prequestioning is suggested by reading specialists. It is more important to ask a variety of good questions than to ask a large number of literal questions. Young children will benefit from a reasonable balance among questions that reflect convergent thinking (explaining, associating, relating, and comparing), divergent thinking (creative and imaginative thinking), and evaluative thinking.

Basals lend themselves to different ways of reading. "Some variations are echoic reading, choral reading, paired reading, reader's theatre, prepared reading, combination approaches."[10] Each approach is valuable in that it enriches the reading process. For example, when children reread after a teacher's reading of a passage, they follow an exemplary model in terms of fluency, intonation, word attack, and expression. In group reading, reluctant readers can read along with the group and not fear making errors, as their voices are lost in the group response. When children read in pairs aloud, the slower readers should be matched with fluent readers. In reader's theatre, children are assigned stories to be read independently, with literal questions to be answered in writing. After the assignment is completed, the teacher can ask inferential and evaluative questions whereby children can read segments of the basal that support their responses.

As with any curriculum, the teacher's means of using interesting combinations of methods proves for exciting reading sessions in the classroom.

Incorporating Reading Throughout the Curriculum

There are many ways in which reading can be taught during the school day. It has been found that effective teaching of reading--in combination with the teaching of writing--penetrates the school day. The teacher can integrate reading into all content areas, including social studies, science, language, and literature, by using a thematic approach.

---

[9] Barbara Swaby. "Varying the Ways You Teach Reading with Basal Stories," The Reading Teacher 35 March 1982, pp. 676-680.

[10] Ibid, p. 678.

The Pennsylvania Reading/Communication Arts Plan[11] was developed to foster literacy development. The elements of this plan are as follows:

- **Children are given ample opportunities to react positively to literature, through discussions, reenactments, writing, and other ways which foster response.**
- **Children choose their own reading materials in all content areas.**
- **Children compose using various media and learning modalities.**
- **Children not only use language but study language within content areas.**

The following schema illustrates how the four types of experiences can be used in a classroom.

A schematic of Mrs. Brooks's curriculum

Activities	Classroom management	Materials	Traditionally defined skills
Responding to literature in each subject	Whole class and heterogeneous subgroups: teacher reads aloud; children listen and respond; children meet in heterogeneous groups for problem solving then report back.	Basal readers, literature books, periodicals, papers, pencils	Comprehension, vocabulary development, standard English, communicating
Self-selected reading in each subject	Whole class and children on their own: teacher models; children read books of their own choice at their own pace and respond in their own way.	Books in the classroom or library, periodicals, copy books, paper, pencils	Silent reading comprehension, word attack, vocabulary development, ability to select among options, communicating
Composing: oral and written in each subject	Whole class and children on their own: teacher models, takes dictation, edits, teaches; children compose their own ideas, revise, and edit, working at their own pace.	Folders, copy books, paper, pencils, art media, materials for book making	Oral comprehension, organizing ideas, spelling, handwriting, conventions of standard English writing
Investigating and mastering linguistic systems in each subject	Whole class and heterogeneous subgroups: teacher reads aloud, children respond; children meet in heterogeneous groups for oral reading, sentence making, word making, reading and spelling checkout.	Holistic phonics units, paper, pencils, scissors	Word attack, spelling, conventions of standard English writing
	Children on their own: children read at their instructional levels to achieve fluency, moving ahead at their own pace	Basal readers, literature books, periodicals	Comprehension, word attack, oral reading

---

[11] Reprinted with permission of Joann Tuttle Seaver and Morton Botel, and the International Reading Association. From "A First-Grade Teacher Teaches Reading, Writing, and Oral Communication Across the Curriculum." The Reading Teacher, 36, March 1983, pp. 656-659.

Learning to Read Through Literature

BIG BOOKS

Using the oversized "big books," or "super books" in the first grade gives children a chance to participate in a cooperative group reading experience that is nonthreatening because the children's responses are in chorus. As the teacher's hand or pointer sweeps across the print during the first reading, the teacher reads the story to the group. Children sense that this oversized print has meaning. Humorous artwork can be appreciated at close range, especially when it renders an enriched interpretation beyond the story line. Some children begin to repeat familiar phrases toward the end of the first reading of the story. The language of time-tested "good" literature is pleasing to the ears, and children begin testing it on their tongues.

As the teacher and children continue to reread the story during the days that follow, there is more and more child participation. Children are now involved in repeating key phrases, commenting about the illustrations, predicting outcomes. Some children memorize words as others sight read them. Individual children volunteer to read a page at a time. Some read verbatum while others paraphrase entire pages without losing the meaning or flavor of the story. Some children ask revealing questions. In total, all behavior is "telling" in terms of how divergent children are in processing information as they learn to read.

PREDICTABLE BOOKS

Consider the following books that teachers, family members, and librarians have been reading to children for pure literary enjoyment over the years. What do these books have in common? What do they offer children in terms of language and reading skill-development?

Ed Aro	The Gingerbread Man
Bill Marten	Brown Bear, Brown Bear, What Do You See?
	The Little Red Hen
Ezra Jack Keats	Over the Meadow
Eric Carle	The Very Hungry Caterpillar
Joan Nodset	Who Took The Farmer's Hat?

These books are a sampling of the many books known as "predictable" or "patterned" storybooks.

Since the language in predictable storybooks is repetitive in a fixed syntactic structure, children can develop sight vocabularies in a most natural manner, while enjoying the literature itself.

According to Stauffer,[12] the teacher's role in using the predictable book is as follows:

1. Read the title and show the picture on the cover of the book to the children. Ask, "What do you think this book will be about?" Encourage children to use both word and picture clues as they make their predictions.

2. Begin reading the book, and continue through the first set of repetitions and into the second set. As soon as the children have enough information, stop reading and ask one or more of the following questions to encourage children to predict what will happen: "What do you think will happen next?" "What do you think will happen this time?" "What do you think (character) will say next?" "What do you think (character) will do next?"

3. After the children have made their predictions, ask them to explain why they made those predictions, using one or more of the following questions: "Why do you think that will happen next?" "Why do you think that idea is a good one?" "Why do you think (character) will say that next?" "Why do you think (character) will do that next?" The purpose of these questions is to help children realize that they are basing their predictions on the book's repetitive patterns.

4. Read through the next set of repetitive patterns to enable children to confirm or reject their predicitons.

5. Continue reading and having the children repeat steps 2, 3, and 4. For children reading individually, encourage them to finish reading the book using the prediction cycle. Monitor the children as they predict and read through the next several repetitive sets. Be supportive of children's attempts to finish reading, even when their reading does not exactly match the words in the text. Do not insist that children read each word correctly. Beginning readers often approximate the language of the text as they attend to the meaning.

Predictable, patterned books give children opportunities to enjoy the rich language of the best of children's literature today. The development of word recognition skills, comprehension skills, and ability to use contextual graphphonemic clues and picture clues are a natural part of learning to read in this manner. When a story is read and reread to young children for pure pleasure, a multitude of important learnings occurs simultaneously.

---

[12] Russell G. Stauffer, The Language-Experience Approach to the Teaching of Reading (New York: Harper and Row, 1980). As cited in Gail E. Tompkins and MaryBeth Webeler, "What Will Happen Next? Using Predictable Books With Young Children." The Reading Teacher 36 February 1983, pp. 498-502.

WORDLESS BOOKS

When children look at wordless picture books, they are developing literacy skills. They learn to hold the books; look through pages from beginning to end and from left to right; and gain practice in directionality, eye movement, and muscle coordination.

Attractive, bright pictures that clearly depict characters and their actions in settings filled with simple or complex detail give young children the visual stimulation they need in a meaningful context. Once there is a visual focus for children, language flows naturally. Wordless books can be used to stimulate thinking, observing, identifying, describing, classifying, investigating, collecting and interpreting data, and drawing conclusions.

Wordless books can be used to initiate writing by having children write "one liners" about each page. Children can make their own wordless books based on their personal experiences or by using familiar and favorite stories as models. When the books are completed, children can "read" them to friends, give them to friends to read, place the books in the class library, or take them home to share with siblings and family members. When appropriate, teachers can ask children to add a written narrative to their wordless books, using graphic and written symbols as expressions of children's creative thinking.

Language Acquistion

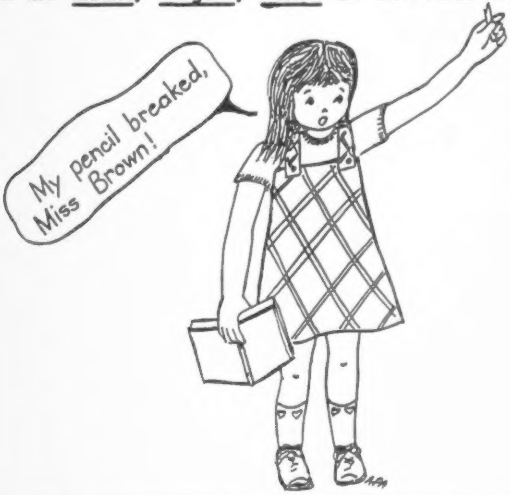
A precursor to reading is language acquisition. Since literacy begins as a young child acquires language while interacting with a nurturing, encouraging parent or caregiver, it is helpful to know the stages of language acquisition. In the first stage[13], a child's first words name objects and describe what is happening. These one word utterances command self and others to action and are accompanied by gestures. First words convey meaning relationships between words and persons and objects involved. Child language is simpler than adult language because young children use nouns, verbs, and adjectives and do not use articles, conjunctions, prepositions and endings. For example, a young child might point to a toy on a shelf above his reach and say "Daddy-truck" to request the object from his parent. This type of speech has been termed "telegraphic speech." The child advances from two word sentences to a three word sentence such as "I see cat" which is representative of the agent-action-object form. Another variation on the three word sentence is "sit mommy chair" which is essentially an action-location, but now "mommy chair" has taken on the meaning of possession. Four word utterances soon occur and take the form of "I take bird home," which indicates a new structure: agent-action-object-location.

The second stage in language development is marked by the child's acquisition of inflections (ending such as -ing, -s, -ed, plural s, and the prepositions on, and, in). Production of these endings increases as the child uses them naturally when they are needed.

---

[13] Philip S. Dale, Language Development: Structure and Function, second edition (New York: Holt, Rinehart, and Winston, 1976).

There is a phenomenon that young children experience called "overregularization," where they overextend the rules to produce words such as comed, breaked, doed. Children are pattern learners. Regular endings are memorized; some irregulars are memorized too. Then the overregularization hits a very high level, and regular endings are attached to regular as well as irregular verbs such as be, come, go, and do. Adding s to form plurals of mass nouns such as milk, sugar, sand is another form of overregularization.


My pencil breaked, Miss Brown!

OVERREGULARIZATION OF LANGUAGE

Eventually, all the overregularized verb forms disappear as children master rules. At the same time, children are using speech for many different functions. Halliday found that seven specific functions of language are used universally to communicate. He categorized them in the following way:

1. Instrumental language: "I want" or "I need." Language is used to satisfy needs or desires. Very often it takes the form of a request.

2. Regulatory language: "Do this" or "Stop it!" Language is used to control the behavior of other people.

3. Interactional language: "Let's play" or "You and me." The speaker uses language to establish and define social relationships and to participate in the "give and take" of social intercourse.

4. Personal language: "Here I am." Language is used to express one's individuality or to give personal opinions and feelings.

5. Imaginative language: "Let's pretend." The speaker uses language to express fantasies or to create an imaginary world.

6. Heuristic language: "I wonder why?" The speaker uses language to find out about things, to ask questions, to seek information.

7. Information language: "I've got something to tell you." Language is used by a speaker to give information about the world as he or she has experienced it.[14]

It is important for children to have many opportunities to explore and use all the functions of language. As studies point out, imaginative, personal, and heuristic functions of language are discouraged by some teachers in favor of informative language which reflect students' "right answers." Children should use all the functions of language so they can communicate effectively as human beings.

Language and Thought/Thinking and Talking

"Language is our primary tool for communication. We use language to communicate both fact and emotion. Without language our potential for interpersonal interaction is drastically reduced. Language is crucial for human society, in that the transmission of information and the expression of affect are necessary for the maintenance of social order and the socialization of children into the complex system of culture."[15]

The connection between a child's language and thought has been an issue historically and remains so today. Essentially it has been a question of whether the words a child knows influence the child's verbal thinking or whether the child's "non-verbal logical structure" determines the child's language. There is much research to support each hypothesis, and other research suggests the need for a synthesis between these two theories. In Bruner's view thinking is the ability to process and integrate information through action, imagery, and language.

The implications for teaching are the following: teachers should provide continuous experiences for developing children's thinking. Children should be regarded as active participants in the thinking process. They should be given varied opportunities for becoming independent thinkers. Young children need firsthand experiences where they can select and acquire new information, and integrate other types of information into their burgeoning frames of reference. Practically speaking, a rich learning environment in the classroom and an extended learning environment beyond the classroom walls will give children materials and resources from which they can ask questions, form hypotheses, gather information, continue in a problem solving fashion to develop new insights. Thinking also includes the recognition of patterns, whether they are in nature, a teacher-planned number sequence, or a child-made string of beads.

Language development should focus on providing ample opportunities for children to communicate: to discuss, disagree, question, inform, and share. Children's "talk," when recorded and analyzed, gives strong evidences of how children use language as verbal representations of their past and present experiences and for mental gymnastics such as arranging, compiling, combining, evaluating and formulating.

---

[14] Adapted from M. A. K. Halliday, Learning How to Mean--Explorations in the Development of Language (London: Edward Arnold, 1975).

[15] Olga K. Garnica, "How Children Learn to Talk," In Theory into Practice: Language Use and Acquisition, (Columbus, OH: College of Education, The Ohio State University, December 1975), p. 319.

Language development can be encouraged and enriched through the use of the thematic approach and through specific communication arts activities, such as using poetry, literature, big books, books with language motifs and repetitive language. Wordless picture books can be used with an individual child or small groups of children telling a story that describes the illustrations. When children are writing, the teacher's concern lies not only in the process but in how the completed work can be utilized to encourage production of additional language. Writers need audiences. Audiences listen in order to react, retell, reflect, ask questions, and share the meaning of the author's text. Children's storytelling indicates how children make sense of stories as they juxtapose, mix, fuse, and change the story elements.

Music lends itself to language activities, because the language of a song, like the language of a book or poem, presents a structure which the children may use as a model for generating oral and written language.

When children work with art materials, they talk about the physical properties of the materials--color, texture, consistency--and describe what they are doing. "I made a picture of you, standing in the grass," explained Ali. "It's raining and you are holding three balloons. Two of them are laughing and one balloon isn't laughing." Children's representational artwork often gives children a specific frame for focus and description. Child-made puppets are a vehicle for additional situations in which children express feelings and recreate their world as they simultaneously think and talk about it in the form of spontaneous narrative!

As children manipulate and sort bottle caps and buttons and plant lima beans in moist earth, they will naturally resort to statements of discovery and exclamation. Language is used for learning as children recreate their models of the world and their particular places in it.

The role of the teacher, no matter what the theme or curriculum area, is to provide time for children to think and talk about their own experiences.

Writing

Just as adults encourage infant babbling by reinforcing and expanding on what they consider to be recognizable speech, adults should follow the same pattern when presented with scribbles and semblances of writing from young children.

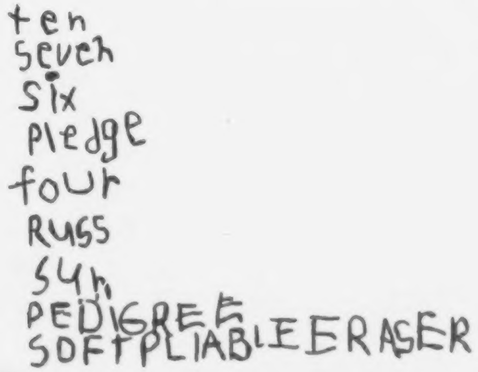
Many children who were early readers or who learned to read by themselves were also early writers.[16] These children were writing before they were reading, and writing at a very early age at home. Not only were these children being read to by adults, but adults at home were available to answer their questions and to provide materials for reading and writing. Such beginning reading and writing behavior is spontaneous and self-directed.

In the process of becoming writers, children discover "pencil power." They learn that print has meaning and function, and that they can use paper, pencil, crayons, and markers to transmit messages, receive them from others, and make things happen.

Writing for pure personal pleasure can take the form of diaries, journals, and poetry. Writing for utilitarian purposes can take the shape of shopping lists; messages; and letters to family, friends, and to the newspaper editor. Writing can also serve lofty purposes: writing the great American novel or a message of deep humanistic substance.

How does it all begin? Children find print in their environment--on television, on tee-shirts, on cans and boxes, throughout the supermarket, in books and newspapers. They see siblings doing homework and other family members reading and writing.

Many children begin writing with scribbles they can explain as messages. Other children begin by copying print in the environment.[17] Some children copy classmates' names from work displayed in the room. Others copy the "plan for the day" or perhaps a class chart listing the names of familiar songs. One first grader ambitiously filled a page with words that caught his eye. Here is a sample of his writing:



ten
seven
six
pledge
four
RUSS
S4n
PEDIGREE
SOFTPLIABLEERASER

---

[16] Don Holdaway, The Foundations of Literacy (Sidney, Australia: Ashton Scholastic, 1979).

[17] Marie Clay, What Did I Write? (Exeter, NH: Heinemann Educational Books Inc., 1975).

Some children repeat words they know over and over again, giving themselves a sense of success in writing:

Dogs	Cats
Dogs	Cats
Dogs	Cats
Dogs	Cats
DOg	Cats
Dogs	Cats
	Cats
	Cats

When children invent spelling to transmit original ideas, they may use the same letters in different combinations to produce messages.

When looking for developmental sequences in beginning writing, Darrell Morris observed[18] that there are approximately four stages in beginning spelling:

1. Prephonetic. At first, children use beginning consonants to represent words. Then they use beginning and ending consonants of one syllable words. Sometimes they use fillers in-between the consonants because they feel something belongs there. For example, the child might represent the word elevator as L or LTV.

2. In the phonetic stage, children use vowels more frequently as they begin to hear letters in sequence in words and realize that every sound should be represented by a letter. Elevator now becomes LAVATR where the L, the letter name, corresponds to the EL in elevator. The final o is not heard and therefore is omitted.

3. In the vowel transition stage, which is the nearest to the correct spelling, we see ELAVATER, where the short e and the long a are considered the same.

4. Eventually children get to spell correctly as they pass through these developmental stages. When children make spelling errors while writing, it should be considered a normal part of the growth process. Children's writing should be saved in individual folders for analysis over the school year.

Parents are very interested in learning about the developmental sequence in writing and spelling. Provisions can be made to explain and explore the topic at class conferences. Attention to neat penmanship and correct spelling is important in the total process. However, many parents expect to see a "letter-perfect paper" when a first grader is just beginning to explore letters and words with a pencil.

---

[18] Darrell Morris, "Concept of Word: A Developmental Phenomenon in the Beginning Reading and Writing Process," Language Arts, 58 September 1981, pp. 659-668.

Writing samples can give the teacher insights into the child's concepts of words, punctuation, sentence structure, and sense of story. In writing about a favorite part of a story entitled Minou, by Françoise, Charles painstakingly printed the following:

did you See My Cat
No Sed the Man
O Cay Sed The gril

"Did you see my cat?"
"No!" said the man.
"Okay," said the girl.

He understood that a dialogue between two people could be written. Note how each person's remark is distinctly separate. There are three separate thoughts in the form of question, answer, and reaction. The child's use of capitalization is inconsistent, with capitals used at the beginning of two sentences and throughout all three. There is no use of punctuation. However, each sentence begins at the extreme left and continues on to the right side of the page.

Rokeasha wrote:

Wen the cat was runing and the
Gril. was looking for the cat
In the Bakr and Paprsotn and
The cadey sotr;

When the cat was running and the
girl was looking for the cat
in the bakery and paperstore and
the candystore.

She focused on the sequential action as little Nénette ran from store to store and place to place in search of Minou.

Maria enjoyed the repetition of language, as the following indicates:

She
Call minou minou
open the Wendouw
minou
minou
minou
She
Stop

She opened the window.
She called, "Minou, Minou, Minou, Minou, Minou."
She stopped.

There is a close connection between beginning reading and writing: both are processes that involve developmental sequences in children's growth. It is believed that writing and reading should occur simultaneously in the classroom because the skills and concepts reinforce one another. By learning to read and write at the same time, children learn:

- how to attend and orient to printed language
- how to organize one's exploratory investigation of printed forms
- how to tell left from right
- how to visually analyze letters and words
- what to study in a word to be able to reproduce it
- how to direct one's behavior in carrying out a sequence of movements needed in writing words and sentences.[19]

The implication is that teachers can meet children's needs at different developmental levels. If the child is just beginning to write and has become aware of print in the environment, the teacher can provide a writing center which contains materials to stimulate writing: markers, pencils, crayons, paper, simple blank books made from a few sheets of paper which have been folded in half and stapled. The classroom environment should be rich in print (charts, labels, predictable and repetitive books). Language development should be encouraged through teacher-child and peer interaction.

When the child is experimenting with print (perhaps in the prephonetic and phonetic stages) and developing writing strategies, it is important for the teacher to focus on the meaning the child intends. It would be inappropriate at this stage for the teacher to focus on accuracy in spelling, spacing between words, or handwriting skills. It is important for children to read their messages to others. Teachers can write the oral message in manuscript (in parentheses) under the children's handwriting. Simple books can be written, edited, and published with the teacher's help.

When children start labeling pictures with their own words, it is time for the teacher to help them develop word banks. Word banks are built on children's firsthand experiences, and can include words children have encountered in the environment and in reading and writing experiences.

If children show an interest in writing more frequently and with more structure and complexity, then it is recommended that the teacher follow the steps of a specific writing program. Children can learn to conference, write drafts, revise, edit, and publish their works. They can share their writing with classmates, children in other grades, and siblings and parents at home.

---

[19] Marie Clay, op. cit., p. 75.

Writing affords many opportunities for conveying thoughts, information, and feelings as children interact with one another during the writing process and when sharing their completed work with others. Writing stimulates language growth for the author and also for the audience. Children benefit from listening to each other as they exchange ideas, describe writing problems and define progress, retell their friends' original stories, and ask each other questions.

Children's published works can be made available for perusal in the class library. Children take interest in their classmates' adventures and fanciful stories, and may find they share many similar feelings. Class-made reading material is compatible with children's interests and their age level, and can be used as another source for encouraging children to read.

Most children will need instruction in penmanship. Small group lessons suited to individual needs can take place either at the chalkboard or at tables. Alphabet charts should be visible at the child's eye level in the classroom. Models of standardized print should be displayed around the room in the form of charts, graphs, labels, and questions. Sample manuscript alphabets can be duplicated for children and parents alike as a source of reference. The more opportunities children have for writing (not just copying), the more adept they will become. However, time will be needed for specific instruction in the mechanics of handwriting.

Children can be helped with spelling by making available alphabet charts, picture dictionaries, and child-made dictionaires, as well as printed resources such as basal readers, story books, and literature that pertain to specific subjects (e.g., dinosaurs, space travel) or content areas (science, social studies).

Children can use writing for communicating with others near and far, for self-expression, and for the sheer joy of moving a pencil across the page.

We should consider each child as being on a communication arts continuum. Every child moves across this intricate braid, weaving a unique pattern composed of threads of writing, reading, speaking, and listening. Some threads are thick and well developed, whereas other threads are thin and need reinforcement. The pattern is different for each child, but the teacher's function is the same for all. The teacher helps children build competencies in communication arts by fostering growth in aural, spoken, and written language bound together by reasoned and creative thinking.

Section 6
Involving Parents

Involving Parents

PARENTAL EXPECTATIONS

Parental expectations are important and require insightful, caring responses.

For parents, first grade is a turning point filled with expectations. A major focus of these expectations is that first grade is the beginning of "real" school, and it is when children learn how to read, write, and compute. Although these are real expectations, there is more for parents to know about the first grade curriculum. By carefully listening to parents, teachers can help clarify expectations about the developmental needs of six-year-olds and the content of the first grade program.

It is important for parents to understand that first grade builds on prior kindergarten learnings: relating to others, using materials, and experiencing new things. Learning is a continuous process, and the prerequisites for later learning have roots in preschool and kindergarten activities.

It is also important to inform parents that learning occurs in cycles. Sometimes children take steps backward to go forward. This phenomenon is particularly noticeable after the summer vacation when children have not had daily school experiences. Time and support will foster the next steps in the learning process.

Parents also need to understand that every child approaches learning to read, write, and compute in a different way. Some children may be reading when they enter first grade, others will be just beginning to learn how to read, and for still others reading will be a struggle. Growth in acquiring reading, writing, and computation skills will depend on:

- the provision of an integrated curriculum that fosters growth and development in all areas of learning--physical, intellectual, emotional, and social.

- varied learning experiences--concrete firsthand experiences that support skill acquisition in a meaningful context.

- a first grade program that is built on the interests, strengths, and needs of every child.

Most importantly, the teacher can assure parents that every child will be given learning experiences and instruction in reading, writing, and computation through a developmentally appropriate curriculum for six-year-olds.

Parents once attended first grade. Their perceptions of school, and of mathematics, reading, and writing instruction will be based on their prior experiences. Some parents will say, "When I was in school, reading was taught this way. That is the way I learned, and that is the way I want my child to learn." To clarify and extend parental expectations for the first grade program, the teacher can:

- provide parent orientation meetings or conferences at the beginning of the school year. Talk about actual experiences children will have during the year and how these experiences foster learning as well as skill development.

- invite parents to make classroom observations. Confer with parents about what they observe. Using an observation guide focused on one aspect of the curriculum would be helpful.

- schedule parent workshops on various curriculum areas throughout the year. Share samples of children's work and provide opportunities for parents to work with classroom materials.

- send home class newsletters that describe learning experiences, activities related to a current theme, and future plans. Include children's contributions: their stories, drawings, questions, thoughts and observations.

- invite parents to participate in the class and in theme development. Parents can: listen to children read, talk about their own experiences related to the theme, read a book, or share materials with the class.

Working in partnership, parents and teachers can insure that children have optimum learning experiences.

INVOLVING PARENTS

Active parental/home involvement is an essential component of a successful first grade program. In the world of the six-year-old, adults in the home environment act as both significant role models and teachers. In fact, even before children enter school, parents have naturally assumed the role of "teacher." They help their children with language and motor development, as well as with other beginning reading, beginning writing, and mathematical skills. Research shows that children whose parents/caregivers are actively involved in their learning do better in school. Teachers can help parents become more knowledgeable about the developmental needs of six-year-olds, and parents can give teachers valuable information about children. Specific suggestions are made to parents so they can help their children develop skills. Teachers alert parents to their children's individual progress and needs and involve them as partners in education.

MEETING WITH PARENTS

Teachers can help parents become involved in the educational process by meeting with them in a variety of settings. Some of these settings include:

Individual Parent Conferences

The parent's child is discussed in terms of intellectual growth, learning style, health, and social interaction.

Group Parent Conferences

The first grade program is presented and discussed.

Parent Teas/Breakfasts

The first grade program and classroom environment are explored informally. A class parent/leader can be identified/elected to help the teacher coordinate parent involvement, e.g., setting up parent groups for various activities such as field trips, cooking, crafts.

Workshops

Parents are helped to develop the skills needed for assisting children with specific learnings. Parent volunteers are helped to understand the first grade program and how they can assist, in specific ways, on a regular basis.

NEWSLETTERS

Informal class letters sent to parents on a monthly basis can keep parents informed about themes of study, special activities in which the class has participated, and upcoming projects and events. Parents who have acted as volunteers in the classroom can be noted in this newsletter. It can help make other parents aware of the need for involvement with their children in school and at home.

The classroom teacher can write the newsletter, or it can be written by the children describing what they have learned in school. Several first grade teachers may also decide to send home a cooperative monthly newsletter.

Through these efforts, parents and teachers will not only share the goal of having children realize their maximum potential, but will work together toward achieving it.

GETTING OFF TO GOOD START

Parents can do many things at home that will get children off to a good start in the first grade. One very important contribution they can make toward their children's success at school is in helping their six-year-olds to develop positive attitudes towards school.

Parents who themselves demonstrate interest and enthusiasm toward school-related activities also foster positive attitudes in their children. Children who observe their parent's delight at a piece of artwork completed at school begin to associate school-related activities with parental approval. Children who are greeted by a parent or caregiver who asks about the school day's special activities and specific learnings receive a message that school is important. A question such as "What did you do in school today?" may elicit responses such as "Nothing" or "Play." Instead the parent might ask, "Did you work in the block corner today? Who worked with you? What did you build? A bridge? We're going over a bridge tomorrow when we go to Central Park."

DEVELOPING GOOD HOME HABITS THAT WILL HELP CHILDREN IN SCHOOL

Teaching good school habits at home is another way parents can facilitate their children's adjustment to the new first grade experience. Such interactions also help children develop pride in work done at school. The following are some important areas in which to develop good habits.

Attendance

Coming to school every day and being on time are very important habits to establish in the first grade. Parents can stress the importance of school by encouraging good attendance and punctuality. It is helpful to get young children ready early enough so that they do not have to rush.

Bedtime

It is important to keep a set bedtime so that children get enough sleep and are well rested to begin the day.

Nutrition

An adequate breakfast helps children to be alert and energetic. Healthy snacks and nutritious meals contribute to the well-being of children.

Safety

For safety, children should know and be able to tell their first and last names, street address, and phone number. As parents take children to and from school, they can reinforce safety rules regarding traffic lights while they walk along and cross streets.

Responsibility and Independence

Organizing and managing responsibilities at home can help children learn and grow in many of the ways that are important for school learning. Children can begin with simple jobs and go on to more difficult ones. Six-year-olds' efforts to complete a job will not be perfect but should be accepted by adults. Children should be praised for a job attempted and/or well done.

The following are suggestions for home activities to develop responsibility and independence that will help children in school:

The parent/caregiver guides the child to:

- put away toys and games
- keep room neat
- complete specific jobs that are daily responsibilities, such as setting and clearing the table and/or making the bed
- complete schoolwork

The parent/caregiver helps the child:

- learn to put on clothing, shoes, and socks without assistance
- learn to select and hang up clothing
- tend to bathroom and personal grooming needs
- know name, address, birthdate, and age
- know route to and from school

Getting Along With Others

The parent/caregiver:

- makes arrangements for children to play with others
- teaches children how to share and respect other children's property
- teaches children to accept other adults as friends
- helps children learn to listen to others and follow directions

Following Routines

The parent/caregiver:

- designates appropriate times to go to bed, get up, eat, rest, play, and do homework that are consistent with children's needs and school schedules

Making Decisions

The parent/caregiver:

- encourages decision-making by allowing children to plan activities or solve problems when opportunities arise. Choices should be kept simple, e.g., "Which book do you want me to read?" "Which game shall we play?" "Would you like an apple or a banana for a snack?" The way is left open for more than one suggestion, so that the parent and child can discuss which might be best.

A WORD ABOUT TELEVISION

Television can be a learning experience if limited and used properly. There are many informative and educational programs, but too much television is not good for young children.

When adults choose programs with children, an appropriate television viewing schedule can be planned. Choosing programs with care and watching along with children help make television a more positive experience. Discussing favorite programs helps children extend their vocabulary and concepts of the world around them.

HELPING WITH HOMEWORK

Homework serves many purposes. It helps children review and reinforce classroom learnings and at the same time gives children direction and helps them plan for the following day. In first grade, homework may be oral and/or written. Oral homework helps children develop critical thinking. The following are ideas which may be suggested to parents for helping with homework.

Children:	**Parents/Caregivers:**
. understand that parents care about their school work	. encourage children to complete their homework. . talk with children about their work and what they are studying. . show interest by listening. . provide a space with good light and materials such as paper and pencils. . make available, whenever possible, reference books such as dictionaries. . determine with children a consistent time for homework every day. . schedule homework at a quiet time when it does not conflict with other family activities. . make sure there are objects available for counting, e.g., buttons, straws, beans, toothpicks, so that children can use them as they do mathematical computations. Children need to represent their ideas in real ways until they understand and feel sure of what they are doing.

Children:	Parents/Caregivers:
	. check to see how homework was completed. Some adults spend more time than others helping children, although most children should be able to complete assignments alone, with minimal supervision. . may sign written homework as an indication that they know what children have accomplished at home.

REINFORCING FIRST GRADE EXPERIENCES

The following are additional activities which may be suggested to parents/caregivers to help reinforce children's first grade experiences. Although these activities are presented in different categories, many of the skills overlap and are best learned through an integrated and experiential approach.

LANGUAGE DEVELOPMENT AND EXPANSION

Children:	Parents/Caregivers:
. tell a story	. ask open-ended questions to develop thinking skills after reading children a story. . encourage children to retell the story using different words. . encourage children to tell stories about favorite television shows, movies, or recent trips.
. express original ideas and opinions	. give children opportunities to express their own ideas and opinions. . listen to children when they talk, and ask what they think. . respect all answers. . ask opinion questions, when appropriate, such as, "Which cereal do you like best?" "Which color shirt do you want to wear?"
. develop effective listening habits	. ask children to listen and identify sounds made by different objects in the house and outside (running water, vacuum cleaner, traffic, sirens, bells, teapot). . provide records and stories for children to listen to and discuss. . have children tell about what they have heard. . ask questions such as "What is the name of the boy in the story?"
. develop auditory discrimination skills	. play a variety of word games with children, e.g., "I am thinking of a word that begins like Barbara. It starts with a 'buh' sound and you use it to clean your teeth. What is it?"

Children:	Parents/Caregivers:
. follow directions	. give children a simple sequence of directions. . encourage children to listen carefully and follow the directions, e.g., "Get the blue milk container from the refrigerator and put it on the kitchen table." "Take your plastic tumbler and pour the milk into it."
. learn new words	. point out various objects/places around the house or in the neighborhood. . ask children to identify each object or place, e.g., clock, chair, refrigerator, post office, fire station, street signs. . play the "Missing Word Game": Say a sentence and leave out the last word for the children to fill in, e.g., "It is time to open the _____." (Many responses would make sense, e.g., window, door, gate, bottle.) . discuss words children use often, such as opposites and location words, e.g., "Stand in front/back of me." "Put the toy over/under the chair." "Walk between/around the chairs."
. learn the names of colors and shapes	. refer to objects by color or shape, e.g., "Bring me the red ball." "Find all the red things in this picture." "Which things in your room are circles or squares?"
. learn the names and functions of body parts	. play "Simon Says," e.g., "Put your hand on your nose/toe/knee." . talk with children about what they can do with different parts of their bodies. "What can you do with your hands/feet?"
. participate in meaningful conversations	. encourage meaningful conversation. This involves listening as well as speaking. Children should be encouraged to describe experiences and feelings. . encourage children to talk at mealtimes, after television shows, following a trip to the park or supermarket, and after a day at school. . take children to a variety of places, and talk to them about what they see, where they are, and the things they are doing. Places children may enjoy visiting include: stores, zoos, parks, libraries, museums, fairs, homes of friends and relatives, restaurants, banks, post offices, fire and police stations, beaches. . use a real or toy telephone to encourage conversation. Children will often express feelings and emotions in dramatic play that they won't express to people. This activity encourages children to learn good telephone manners.

Children:	Parents/Caregivers:
. initiate conversations and ask questions	. respond to children's remarks to extend their thinking, e.g., child: "I saw a truck with boxes of vegetables in front of the store." Parent/caregiver: "Where do you think the vegetables came from before they were put on the truck?"

LITERATURE APPRECIATION

Children:	Parents/Caregivers:
. develop an interest in reading for pleasure and information	. provide a wide variety of reading materials in the home. Children who have been read to are usually much more willing to read. . can join the public library with their children. Children can get their own cards and take out books of their choice. . can give children books as birthday or holiday gifts to stimulate an interest in reading. . provide role models. Children should see adults in the home reading for pleasure and information. This will give them a sense that reading is important and fun. . relate reading to interests children may have. If they like dinosaurs, flowers, trains, fish, try to get books about these topics. . show children that reading and words are everywhere. . point out signs on buses and streets, and in stores. . share with children letters from friends and relatives, recipes, lists, and other forms of reading material. . talk with children about stories, explaining unfamiliar words and answering children's questions. . respond to children's spontaneous remarks.

WRITTEN EXPRESSION

Children:	Parent/Caregivers:
. use written language to express ideas and feelings	. encourage children to draw pictures and then tell stories about them. . write the stories down in the children's own words. . keep the stories short, and read them back to children slowly. . help them to "read" the stories.

Children:	Parent/Caregivers:
	. use children's daily experiences, trips, and interests for additional story ideas. . help children understand, as ideas are recorded, that ideas are spoken and can be written down. . have children draw and write on paper and in notebooks. . encourage children to make up stories about their pictures. . write the stories beneath the pictures. . encourage children to write about their drawings. . answer all questions children have about print, e.g., "How do you make a d?" . ask children to read their writing. . read children's writing.
. use written language for specific purpose	. write and receive messages from children. . model writing behavior for children; write letters, messages, grocery lists, holiday and birthday cards. . keep a family journal. . have each family member record special experiences, jokes, or important information. . encourage children to write letters to relatives, friends who have moved away, or pen pals. . plan and write menus and grocery lists together. . have children arrange and label a photo album. . encourage children to use the telephone book and take phone messages. . read and follow directions with children to put together a toy or prepare a favorite recipe.

BEGINNING READING

Children:	Parent/Caregivers:
. see similarities and differences in shapes, materials, letters, pictures, and words	. have children categorize objects in the home, e.g., silverware, socks, food, items, toys, and dishes. . cut out pictures of objects from magazines, coloring books, newspapers, greeting cards. Paste them on cardboard and label them. . ask children to match two or more cards that depict the same object. . name or point to a picture card of an item in the house, and have children match the picture card with the real item. . ask children to look at books, magazines, cereal boxes, signs, and household items and point out words/letters that look the same.

Children:	Parent/Caregivers:
	. ask children to find coupons for things used everyday. . point to letters in familiar words and name them, e.g., "This is M." "Michael's name begins with an M."
. sequence ideas, stories, events, messages; make predictions	. tell a story and ask children to recall what happened first, second, last. . while watching television together, use commercial time to make predictions about what may happen next. . after watching a television program, ask children to tell something about the program. . plan a trip together, such as a trip to the grocery store. . ask, "What do we need to do first?" Discuss what needs to be bought, write a grocery list, select coupons. . encourage children to participate in preparing meals. . discuss the sequence of steps involved in the recipe after cooking is completed.
. hear, remember, and repeat rhythm patterns	. clap out rhythms, and ask children to repeat them. . Clap out a rhythm, repeat it leaving out a beat, and have children complete it.
. recognize rhyming words	. sing songs and encourage children to sing along. . read poety and encourage children to recite the poems with an adult. . play a rhyming game by asking, "How many words can you think of that end like ball?" Responses such as wall, tall, fall are appropriate.
. develop a sight vocabulary by recognizing print in the environment	. help children discover words in the environment, e.g., street signs such as stop, walk, bus stop, one way, and street names; mail (envelopes), signatures on letters, words on mail. . encourage children to read names on foods, toys, and games, e.g., oatmeal, tomato soup, orange juice, "Candyland," "Sesame Street." . see how many food coupons the children can match to the corresponding foods.
. develop an extended speaking vocabulary	. read to children every day! It can be a new story or an old favorite that has been reread many times. . encourage children to make up stories by looking at pictures in magazines. . can tell stories about their own early school days or have grandparents do the same.

MATHEMATICAL & SCIENCE CONCEPTS & RELATIONSHIPS

Children:	Parents/Caregivers:
. develop number awareness, counting skills, and classification skills	. have children sort, compare, collect all kinds of objects in the home, e.g., buttons, stones, shells, tableware, things in a tool box, things in a sewing box. There are no right answers. . allow children to sort things according to their own categories. . encourage children to talk about what they do. . have children put away groceries. Through this experience children can sort things that go in the refrigerator, the freezer, or on the shelf. This activity also provides experiences in recognizing differences in size, shape, and volume, e.g., "The *big* cereal box will not fit on this shelf because it is too *tall*." "It may feel *lighter* than the can which is *smaller*." . talk with children about these observations and findings. . go shopping with children and talk about how different foods are arranged, e.g., dairy products, baked goods, frozen foods, meats, canned goods. . talk with children about family facts: "How many people are in the family? How many males? How many females? Who is oldest? Youngest?" Have children compare heights, clothing sizes, shoe sizes. . discuss the family's street, number, address. . have children sort laundry and ask children to find all the pairs of socks, or put all the baby's clothes together. . make use of daily experiences for math learning, e.g., "How many plates do we need at the table?" "How many cars do you see on the street?" "Bring me six apples."
. understand relative size of objects	. ask children to get the biggest potatoes, largest pot, the middle-sized bowl. These *measuring* or *estimating* experiences are needed before children can do exact measuring or learn which number groups are larger, smaller, or the same size.
. identify more than one attribute or characteristic in terms of size, color, weight	. encourage children to look at two characteristics at once. "Find the brush that is *big* and *red*."

Children:	Parent/Caregivers:
. understand time	. place a large monthly calendar in children's rooms. . discuss names of the days of the week, months, and seasons. . mark special happenings for all to read. . help children become aware of important dates, number names, and the sequence of numbers. . take a blank calendar and assist children in noting special events or favorite television programs for each week. . encourage children to invent their own ways of marking when these events take place. This experience provides practice in writing. . discuss events of the day in terms of morning, afternoon, night, e.g., "We eat breakfast in the morning. We go to bed at night." . review daily time schedules. This is a good way to develop awareness of time passing. A clock in children's rooms and/or the kitchen may help. . have a "Time Challenge" for children, e.g., "Can you dry all the flatware in five minutes?" A time challenge can develop a sense of time and how to read a clock.
. understand non-numerical concepts of size and weight	. discuss examples of things that are heavy, light, big, bigger, biggest, long, longer, longest. . have children compare objects and size relationships, e.g., "Which box is heavier?"
. understand weather and temperature concepts	. encourage children to dress themselves. . discuss the correct type of clothing for play, school, dress-up. . discuss which types of clothing should be worn for cold/hot/warm/rainy weather. . develop concepts dealing with temperature. . discuss and compare ranges in temperature, e.g., "Which is hotter--the soup or the milk?" "When is it colder--Christmas or Fourth of July?"
. understand change	. expose children to experiences which allow them to see the effects of changes in temperature, e.g., "What happens to water when we put it in the freezer?" "What happens to ice when we leave it out?" "What happens to apples when they are cooked?" . teach children care of plants and pets through direct experience if possible.

MOTOR AND COORDINATION SKILLS

Children:	Parent/Caregivers:
. develop large muscle control and balance	. encourage children to participate in daily activities such as jumping, hopping, ball-rolling and catching, balance games (walking with a book balanced on the head, walking backward). . encourage games such as hopscotch, "Simon Says," and jump rope, which are good for large muscle development. . encourage children to imitate animals (gallop like a horse, hop like a rabbit, fly like a bird, swing like a monkey, slither like a snake).
. develop small muscle control	. provide experiences that allow children to color, draw, paint, cut, paste, trace, fold paper, and build with blocks and construction toys. All of these are excellent activities for developing the small muscle control that will enable children to handle writing implements with control and skill.

CREATIVE EXPRESSION

The activities described in this section were suggested by Fred Rogers in "Nurturing Creative Energy," The New York Times Magazine, Sunday, August 21, 1983.

Children:	Parents/Caregivers:
. have enriching experiences to develop thought, language, feelings	. respond nonjudgmentally to the creative work of children. For instance, "Tell me about it" is a response that allows a child to interpret work without worrying about a judgment. Or, "You worked hard on that. How do you feel about it?" . lets children know that their effort is appreciated and that one can have many feelings about things accomplished.
. are exposed to cultural arts	. escort children to see people who are in the creative arts, such as theatre, or visit people who make beautiful things, such as people who work with clay or make special desserts.
. become aware of adults' feelings	. share with children "your own delight in whatever lets you express yourself." For instance, just having fun with sewing in the presence of a child communicates that this is another way of showing a person's uniqueness. That kind of learning is "caught" much more than "taught."
. re-experience cultural experiences at home	. take "armchair" museum visits with children. . use colorfully illustrated books of paintings and have children make up stories about the things they see in the pictures.

Remember it is not necessary to understand children's creative efforts. It is only important to communicate that we think it is important for them to express, in healthy ways, what is inside themselves--their unique being and individuality.

CREATIVE ACTIVITIES

Children:	Parents/Caregivers:
. develop creative expression through art experiences	. encourage creative expression to help children develop the ability to think in an original, fresh manner. Creativity also enables children to examine, resolve, and clarify ideas and concepts about which they are learning. . provide a variety of art activities to give children a chance to exercise creativity and develop small hand muscles. . encourage sculpting with clay and play dough, finger painting, and making collages and picture designs. . supply puppets to encourage children to say what they are thinking and feeling. . help children make simple puppets at home using paper cups, paper plates, old socks, paper bags, and sticks.
. develop creative expression through dramatics	. have old clothes available in a place where children can play "dress up." This encourages creative play and role-playing.

PARENTS OF SECOND LANGUAGE LEARNERS

Since the school may be the first significant contact with the dominant culture, it is critical that this experience be positive for parents and children whose first language is other than English.

Although many of the strategies for encouraging a partnership between school and home have been suggested in "Involving Parents," this section will focus on the specific concerns of teachers and parents of second language learners.

Parents in a Multicultural Setting

Successful multicultural education depends on the rapport between the child's parents and the school so that a respectful exchange of standards and expectations can occur. The sensitive teacher is either familiar with the child's culture or open to learning about the culture's traditional values, expectations for children's behavior, and forms of discipline. Teachers know that the parent's influence on their child is greater than the school's, and that all parents want their children to succeed. The teacher can initiate and develop a dialogue in which differences, strong as they may be, can be addressed and reconciled in the best interests of the child's education.

Establishing Communication

The school administrator, aware of the importance of effective communication between parent and school, will want to understand the modes of communication familiar to parents from a variety of cultural backgrounds. In examining the manner and number of interactions between parents and school personnel, the administrator can discover and develop policies and practices that encourage these parents to participate in the life of the school.

Meetings

At the beginning of the year, an orientation meeting can be scheduled to welcome parents and discuss the goals of the first grade program. In subsequent informal parent/teacher meetings, arranged with the aid of an interpreter, teachers and parents can discuss the child in more specific terms--learning style, native and second language development, intellectual development, health, social interaction, and cultural learning styles.

This is also a good time for the teacher to survey the parents' interests, abilities, and talents. The survey, initiated in conversation and followed up by a simple questionnaire, will be useful to the teacher in planning parental involvement for themes of study and for workshops based on the parents' concerns.

To encourage greater parental participation, every effort should be made to conduct parent/teacher activities in the parent's native language; whenever this is not possible, a bilingual/bicultural interpreter should be provided. In planning meetings or conferences, it is fruitful to schedule them directly before or after a special activity, such as a play or party, that draws a large number of parents. The Child of the Week activity in the section on "The Interactive Teacher/The Child of the Week" provides another excellent opportunity for establishing a positive atmosphere with parents.

Newsletters

Any class communication sent to non-English speaking parents should be in their native language. This courtesy is vital in maintaining the necessary connection between home and school.

Parents at Home

All parents contribute to the development of their children's concepts, positive attitudes, and language. Parents of second language learners have a wealth of linguistic and cultural experiences that can be the basis for extending school learnings at home.

The activities suggested in "Involving Parents" are designed to develop good habits at home, positive attitudes toward school, responsibility and independence, socialization, routines, and language enrichment. They are equally effective when carried out by non-English speaking parents in their native language.

Parents and English

When parents work with their children at home, they substantially contribute to their children's success at school. Not only do parents contribute to native language development and concept and attitude formation, but they also directly or indirectly enhance the acquisition of English. Studies have shown that proficiency in the native language leads to proficiency in the second language. Parents who are not native speakers of English should be encouraged to speak to their children in their native language. Parents may need assurance that the use of the native language at home for school-related activities is valid and necessary. Teachers should explain how the child transfers concepts and knowledge from first to second language once proficiency is attained. The broader the base of conceptual and linguistic development attained in the native language, the better equipped a person is to acquire and process information in the second language. Teachers can help parents tap into the many resources available at home and in the neighborhood that will provide their children with positive English language models.

Resources at Home

Television and radio can be important vehicles for learning English. The teacher can help parents select interesting programs that present good language models. Teachers can also apprise parents of the importance of setting aside time daily for viewing and discussing these programs. Books accompanied by records or cassettes make listening to English very enjoyable. They can be suggested as good presents for parents and friends to give children.

Neighborhood Resources

Neighborhood libraries sponsor many wonderful children's activities. The library's calendar of events can yield interesting ideas for involving children in pleasurable language experiences.

Story hours and films are excellent vehicles for listening to and assimilating the rhythms, structures, and nuances of the English language. Some libraries have collections of records and tapes which can be borrowed or used at the library. Libraries occasionally have playrooms, where children can meet and interact. Second language learners can benefit from the opportunity to meet native speakers of English and thus begin to communicate in English in a natural setting.

The librarian can also help the child and parent select books in the child's native language for independent reading or for a family member to read aloud at home.

Another valuable resource in the neighborhood is the after-school center. There, children can receive tutoring from qualified personnel and play with children their own age. In this supportive setting, many of the children's academic and social needs can be met while language skills are sharpened.

Museums and zoos offer many opportunities for children and their families to participate in activities that teach or reinforce concepts and encourage conversation.

Last, but not least, the parents of second language learners should be encouraged to learn English, too. This helps motivate the children's English language development by presenting the parent as role model for language learning. Ideally, the district, in conjunction with the school, will establish an ESL program for parents. Such programs increase parents' self-confidence, and promote parents' willingness to communicate with the teacher. If such programs are not available through the district, parents can be made aware of community adult education programs for learning English.

Wherever there are teachers interested in learning a second language, exchange language programs can be started with teachers and parents teaching each other their languages. This can promote an atmosphere of respect and equality among parents and teachers. They also help teachers realize, firsthand, the difficulties involved in acquiring a second language.

303

Parents at School

Every effort teachers make to involve parents in activities where they can demonstrate their expertise and talents enhances the parents' sense of personal competence and contributes to the cultural richness of the classroom.

The ultimate success of parents as classroom resource people depends on the teachers' commitment to creating a match between the parents' strengths and the themes of study in the curriculum.

Letters sent home describing an upcoming theme and requesting participation by interested parents will encourage parents to help in gathering materials and resources for the curriculum, and to participate in the classroom. The teacher can post a weekly or monthly chart listing the schedule of activities. Pictures and brief written explanations in English and the predominant language(s) describe the activities. Parents sign up for an activity in which they would like to assist. The teacher then meets with the parents, explaining the activity further and planning for the parent's participation.

Some of the innumerable ways parents can share their cultural heritage with a first grade class include:

- singing and teaching songs
- demonstrating instruments
- teaching folk dances
- telling stories and folklore
- sharing ways of celebrating cultural and universal holidays
- sharing hobbies and talents such as puppeteering, dollmaking, and carving
- preparing traditional foods
- teaching traditional children's games

In recognizing and capitalizing on the important contributions parents make to their children's learning at home and in school, the teacher acknowledges that, ultimately, the parents are the source of their children's feelings toward themselves and other racial/ethnic groups.

Section 7

Assessment: A Composite Picture of the Child

Assessment

Assessment begins, informally, on the first day of school. The teacher's eyes and ears quickly pick up helpful clues about the children from their social demeanor, use of language, physical bearing, and styles of coping with the new environment of the first grade.

The teacher will want to devise a system for recording these early impressions. It is important to establish assessment procedures that the teacher can use consistently and conveniently. Some methods that have worked well for teachers include:

- index cards: The teacher jots down the date, name, and note, and files the cards later.
- loose-leaf notebook: The teacher prepares a page for each child and alphabetizes the pages so they can be opened quickly for dated, hasty notes of importance.
- rexographed lists of all the children's names: The teacher uses a new page each day, dates the page, and writes any observations on the line next to the child's name.

Any system the teacher establishes will serve for recording data culled by the teacher and/or other teaching adults from:

- informal interactions with children
- spontaneous and planned observations
- conferences
- instructional activities

It is important to date the notes. The value of the following note, for example, is largely determined by its date. The date of the note determines its curricular implications.

6/13: Jamara can write his first name now!

Note-taking requires thoughtfulness. Avoiding judgmental words and using descriptive language will contribute to the lasting value of a record. The following note records a judgment with no descriptive language:

2/25: Robert gets frustrated very quickly.

It is less informative than this version, which uses descriptive language to record the child's behavior:

2/25: Robert did not order the number cards 1-5;
he grabbed them, wrinkled them, threw them on the floor.

Samples of the children's work should be collected regularly, dated and filed. Work samples are very valuable segment of the assessment data, because they provide evidence of the children's interests, abilities, and efforts in painting, crayonning, drawing, cutting, folding, pasting, and making two-dimensional arrangements. Photographs of the children's three-dimensional constructions enlarge the scope of the collection of work samples. Tape recordings of individual children's spoken language are another worthwhile form of assessment data. Even if only a few children are taped, recordings made at the beginning, middle, and end of the school year can offer fascinating insights into the six-year-old's development of language.

Along with their value as assessment data, work samples expand the meaning of conferences with parents; they offer visual evidence in addition to the teacher's verbal descriptions and analyses of the child as a learner.

Observations, recordings, and collections are the teacher's tools and techniques of assessment. Ongoing assessment enables the teacher to know each child and to plan a program that is built on the interests, strengths, and needs of every child.

Formal assessment instruments are helpful in indicating the children's mastery of specific competencies and requirements. This data is indispensable to the program planning process, guiding the teacher directly to plans and procedures that are interesting, relevant, and appropriate to first grade students. Completed at regular intervals, checklist-type assessment instruments provide valuable records of children's growth throughout the first grade.

Sample checklists follow.

READING ASSESSMENT PROGRESS CHECKLIST

The Reading Assessment Progress Checklist was developed to assess the reading progress of individual children in the kindergarten, first, second, and third grades. The individual record sheet is a checklist of behaviors with squares to be marked as the teaching team observes indicators of the child's strengths. The three columns on the right-hand side of the page are for recording observations during the designated assessment periods.

Marking Procedures:

. Leave blank those items which cannot be immediately identified.	☐
. Mark with a single line "/" to indicate beginning work in this area.	⧄
. Mark with an "X" when behavior is easily exhibited in the child.	☒

The First Grade Reading Assessment Progress Checklist is provided on the next page.

TEACHER COMMENTS

Accomplishments (books read, etc.) and Recommendations

First Grade Teacher: ______________________________

READING ASSESSMENT PROGRESS CHECKLIST*

Child's Name: ________________________ First Grade Class: ______ 19__ - 19__

READING CHECKLIST	FIRST GRADE		
	1st	2nd	3rd
1. Listens to others reading aloud with interest and pleasure.			
2. Makes personal associations to stories and pictures presented.			
3. Looks at pictures and evaluates actions of characters.			
4. Likes to tell about own experiences, ideas, feelings.			
5. Enjoys and participates in discussions.			
6. Ask questions; is curious.			
7. Reveals understanding through replies and reactions to questions.			
8. Speaks thoughts complete enough to be understood.			
9. Uses new words and terms when talking of class activities.			
10. Has multiple concepts rather than a single literal meaning for words in vocabulary.			
11. Retells a simple story in sequence.			
12. Predicts next probable event in a sequence.			
13. Identifies, recalls, discusses strong ideas or affect in stories that are read to him/her.			
14. Perceives the main idea of a story.			
15. Uses stories heard as stimulation for further activities.			

* Adaptation of Individual Reading Assessment, PROJECT FOLLOW THROUGH, BANK STREET COLLEGE

READING CHECKLIST	FIRST GRADE		
	1st	2nd	3rd
16. Follows three-step oral directions, e.g., "Look for your name on the job chart. Figure out what your job is. Decide when you should do the job."			
17. Understands left-to-right directionality in looking at words in isolation or in context.			
18. Establishes left to right and top to bottom directionality on a printed page.			
19. Asks to have own stories written down by an adult.			
20. Reads own dictated stories.			
21. Copies own dictated stories.			
22. Recognizes "word bank" words in other contexts.			
23. Often tries to read sight words, experience charts, print in the environment; signs and labels.			
24. Reads/understands a variety of math symbols, e.g., numerals, clocks, calendars.			
25. Follows one-step written directions.			
26. Hears rhyming words.			
27. Can play games stressing initial sounds and letters.			
28. Can play games stressing final sounds and letters.			
29. Writes upper and lower case letters.			
30. Names the letters of the alphabet and associates them with their sounds.			
31. Associates long and short sounds with vowel symbols in oral reading.			
32. Recognizes the single consonant sounds and the three most common digraphs (sh, ch, th) at the beginning and the end of words.			

READING CHECKLIST	FIRST GRADE 1st	 2nd	 3rd
33. Is aware of words with medial vowel patterns; has ability to change beginnings and endings to make new words.			
34. Recognizes consonant clusters (bl, tr, etc.).			
35. Develops auditory and visual readiness for dipthongs, a blend of two successive vowels representing a single speech sound.			
36. Uses pragmatic spelling.			
37. Copies words in print from books, charts, etc., in classroom.			
38. Writes words when spelled by adult.			
39. Regularly adds to collection of reading words, i.e., word bank.			
40. Writes simple stories with minimal assistance from adult.			
41. Initiates recording of experiences and ideas without adult help.			
42. Organizes writing sequentially, when appropriate.			
43. Selects most important ideas to make a point when writing (or taking notes).			
44. Uses recently learned words in own writing and stories.			
45. Spells frequently occurring sight words.			
46. Uses own dictionary as an aid to writing.			
47. Participates in a school or district writing program.			
48. Likes reading aloud from books and own stories to and with others.			
49. Has established a method of reading.			

READING CHECKLIST	FIRST GRADE 1st	 2nd	 3rd
50. Uses grapho-phonemic clues in decoding.			
51. Uses contextual clues--syntactic and semantic--when coming upon unknown words.			
52. Has little difficulty keeping a place on a page.			
53. Reads high-frequency words easily in any format or context.			
54. Reads for answers to questions posed by adults.			
55. Makes inferences from material read.			
56. Integrates information read with previously known material.			
57. Distinguishes between realism and fantasy.			
58. Often does silent independent reading.			
59. Selects a variety of printed material for independent reading.			
60. Reads at home.			

FIRST GRADE ASSESSMENT CHECKLIST

Adapted from The New York Child Development Scales*

"The New York Child Development Scales" deal with behaviors that can be observed by the teacher during school hours and apply specifically to classroom situations. Items in the scales address themselves to personal independence, interpersonal relations, language, and motor development. The teacher should combine results of the scales with information from other sources to gain knowledge and understanding of the whole child. Plans for the individual child can be developed accordingly.

The New York scales list items which have been statistically normed as characteristic of children aged three through eight years. In the adapted "First Grade Assessment Checklist," items for age levels five through eight years have been combined and listed in hierarchical order to accommodate the range of maturational levels of first grade children. The individual child does not reach all the items on any one scale at the same time; the child generally exhibits behaviors scattered over several age levels. Similarly, the child may be more advanced on one or more of the scales than on the others. Items should be checked only if the teacher, through systematic observation, has accumulated sufficient evidence to make reliable judgments.

Checklists such as the "First Grade Assessment Checklist" can be useful guides for observing students and planning instruction if the following considerations are kept in mind:

- A checklist is a reference tool. Not all children demonstrate fully mature development in all areas at a given age. Each item requires observation and judgment. Items are not presented as achievement norms, but rather as observable behaviors which give clues to the support children need.

- A checklist can be used in a variety of ways:
  - to study a child with greater specificity
  - to study a child in cooperation with a colleague or resource person
  - to study a child in cooperation with parents
  - to indicate individual and group needs when planning for instruction.

- A checklist is limited. Complex responses and behaviors may be observed which cannot be recorded on the checklist. The teacher may find it valuable to prepare a list with additional items.

- A checklist is not static. It should be used over time. Areas of concern will require periodic reassessment.

- A checklist should be supplemented with other information. Checklists ask good questions. However, checklists should be supplemented with data such as:
  - language samples
  - children's drawings, paintings, and clay products
  - dialogues with parents
  - dialogues with children

---

* The New York Child Development Scales (Brooklyn, NY: Bureau of Educational Research, Board of Education of the City of New York).

FIRST GRADE ASSESSMENT CHECKLIST

Name ______________________________
Boy ____________ Girl _____________
Date of Birth _____________________

School __________ Borough __________ Class ___________
Teacher ____

SCALE A: PERSONAL INDEPENDENCE

	Date	Date	Date	Date
Gives first name(s) _________ full name __________.				
Gives age __________ birth date ___________.				
Gives home address.				
Puts on coat and fastens it without assistance.				
Accepts responsibility for cleaning work place and for replacing materials; may need encouragement.				
Carries out class routines, such as distributing work materials.				
Evaluates own behavior; probably praises self and products uncritically.				
Judges difficulty of various activities; generally undertakes those within own ability, although may need some help.				
Begins to show discrimination in evaluating own performance; wants product to conform to original idea.				
Wants to finish what has been started, if the work is interesting and within own ability, even if it takes several days.				
Shifts from one job to another according to plan without reminder.				
Begins to judge products for level of skill and craftsmanship.				
Begins simple concrete planning with a group under adult guidance.				
Refers to books and magazines in the class collection to find very simple information; uses both pictures and text.				
Finds in the classroom or at home pictures appropriate to a class topic of study; this is done voluntarily or by assignment.				
Finds rooms anywhere in building if numbers are given.				
Knows the route between home and school.				
Can go to school without an adult if there are no dangerous crossings.				

SCALE B: INTERPERSONAL RELATIONS

	Date	Date	Date	Date
Has attained consciousness of self; thinks and talks mostly in terms of *I* or *me*.				
Begins to take turns if waiting period is short, but may frequently hit, grab, push to get what is wanted.				
With adult guidance begins to share, but may frequently cry, hit, have temper tantrums when deprived of wants.				
Plays cooperatively with another child; there is definite although not necessarily continuous interaction between them.				
Seeks status in group; may do this by giving outstanding performance or by bragging or showing off.				
Uses spoken requests to get what is wanted, although hitting and snatching may still be frequent.				
Generally accepts an alternative for something he/she wants and cannot have.				
Suggests taking turns, although may not carry through the process consistently.				
Plays cooperatively in groups of two to five children; interaction is not necessarily continuous.				
Comforts other children when they cry or have been hurt.				
Shares tools and equipment voluntarily with others within organized work group.				
Plays group games with simple structure and rules, as in tag, jump rope.				
Expresses anger, usually in words rather than physically.				
Takes initiative in helping younger or less able children in classroom routines.				
Notices and makes comments about the contributions and productions of other children.				
Shows loyalty to a small group of children; chooses its members for voluntary group activities.				
Adheres strictly to group-made rules of conduct for games or classroom activities; will not tolerate exceptions.				
Evaluates criticisms by other children and accepts constructive suggestions.				
Sustains for long periods interest in dramatic play with others.				
Reenacts in detail the functions of neighborhood workers, e.g., mail carrier, firefighter, grocer.				
Reenacts role of adult hero or heroine in narrative sequences drawn from stories.				

SCALE L: LANGUAGE

	Date	Date	Date	Date
Keeps up a continuous monologue regarding things that are seen and done.				
Asks "What's that?" "What's your name?" Repeats answer until new word has been added to own vocabulary.				
Relates incidents in simple terms with few details.				
Uses sentences averaging five or six words.				
Plays with sounds; makes up nonsense words and rhymed syllables.				
Talks to other children.				
Articulates all sounds clearly, with these possible exceptions: *th*, *zh*, *wh*; triple consonants like *str*, *sts*.				
Has mastered the mechanics of articulation.				
Uses sentences with grammatical structure roughly approximating that of the adult; uses all parts of speech.				
Recognizes and gives correct names for letters of the alphabet.				
Gives correct sound for letters of alphabet.				
Recognizes and gives correct names for numerals.				
Recognizes and articulates likenesses and differences of printed symbols.				
Recognizes and gives correct names for common colors.				
Asks questions for the definite purpose of obtaining information.				
Uses fairly accurate grammatical forms.				
Reports in some detail events recently experienced or witnessed.				
Adapts language to role of mother, father, etc., in dramatic play.				
Contributes to interchange of ideas in sustained conversation.				
Is aware of humorous possibilities and double meanings of words; enjoys puns and literal meanings of words as expressed in literature.				
Retells a complete story like "The Three Little Pigs" or "Goldilocks" with events in sequence.				
Adjusts own language to fit roles of storybook characters in unrehearsed dramatizations				
Uses idiomatic expressions such as *hard as a rock*.				

SCALE M: MOTOR DEVELOPMENT

	Date	Date	Date	Date
Descends stairs, feet alternating without support.				
Climbs, swings, jumps, slides; uses playground apparatus.				
Runs nimbly; turns corners easily; stops readily.				
Runs, jumps, gallops, sways in time to music.				
Skips, using feet alternately.				
Throws ball overhand, shifting weight from one foot to the other.				
Bounces and catches ball with one hand.				
Executes series of controlled movements as in hopscotch, ball-bouncing, ball games.				
Has gross body control as in balancing, jumping from heights, climbing, performing simple stunts.				
Cuts and pastes forms.				
Holds pencil in fingers in adult fashion; grip may be tense.				
Shows ease in writing movement; hold on pencil is not unduly tense.				
Draws from model a true likeness of a three- or four-sided straight line figure.				
Draws representative picture of a person.				
Writes first name.				
Writes last name.				
Writes simple words without model; spelling may be invented.				
Uses simple tools to make recognizable articles from cardboard, drawing paper, cloth.				
Makes well-constructed usable objects in woodworking, arts and crafts.				

New York State Screening Procedures

Chapter 53 of the Laws of 1980 provides for screening of every new entrant into the New York State public school system to determine which may be handicapped or possibly gifted. "Screening identifies those students in need of further evaluation and should not be viewed as an in-depth method of assuring development. Screening is a quick method of assessing a student's overall performance and should indicate whether or not an in-depth evaluation is necessary."*

The screening as mandated by law is given in the following areas:

fine motor skills
gross motor skills
receptive language
expressive language
articulation
physical development

Inasmuch as screening is designated for new entrants into the school system, it should be expected that most of the children will have had this screening in prekindergarten or kindergarten. Those students without a record of screening and all new entrants into the New York State public school system this year must be screened. District screening administrators will have specific details concerning procedures and personnel. Informing parents about the screening process and referrals is vital to the screening program. Parents may request information about their child's performance during screening. Parents may also contribute information which assists in the early identification of special needs and which may be helpful in eliminating unnecessary referrals. A brief summary of the screening results should be available to parents.

If a child was previously screened in prekindergarten or kindergarten, a copy of the screening form can be found in the cumulative record folder and should be helpful as a part of an initial, informal assessment of the child. The teacher should realize that this screening took place early in the year and is an indication of student performance at that time. Since young children develop rapidly, and, moreover, since instruction and maturation have occurred since that screening, it must be underscored that this is an indication for the teacher of past pupil performance that may give insight into the child's classroom performance.

---

*Screening in New York State (Albany, NY: University of the State of New York, State Education Department, 1982), p. 3.

Gifted and Talented Children in the First Grade

> Gifted and talented children are those...who by virtue of outstanding abilities are capable of high performance. These...children...require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their (potential) contribution to self and society.
>
> Children capable of high performance include those who have demonstrated any of the following abilities or aptitudes singly or in combination: (1) general intellectual ability, (2) specific academic aptitude, (3) creative or productive thinking, (4) leadership ability, (5) visual and performing arts aptitude, (6) psychomotor ability.[1]

The United States Office of Education definition reflects a broad range of abilities. Giftedness can take many forms. It is necessary for these diverse talents be recognized in order to meet the needs of individuals with exceptional potential.

Early identification of young gifted children allows for programming that provides challenges and enables these children to develop their potential. Community school districts in New York City have developed their own procedures for identifying young gifted and talented children. These procedures may include a test battery, case studies, parent and/or teacher nominations, and observations.

As educators of young children, however, we must recognize that identification is not absolute. Identification has been based on predictions of potential as well as current achievement. Different traits and abilities show up at different times. Thus, the first grade teacher must become an enabler, providing opportunities which develop and encourage gifted behavior. It is important that the first grade teacher identify and nurture a broad range of abilities in young children and thereby perform an important role in the ongoing identification of gifted children.

Early childhood checklists of characteristics enable the first grade teacher to become involved in the identification of gifted children. These checklists suggest areas which many researchers agree are characteristic of the gifted child. Teachers may utilize the following checklists in observing and identifying gifted children.

---

[1] Adapted from S.P. Marland, Education of the Gifted and Talented, Report to the Congress of the United States by the United States Commissioner of Education and Background Paper Submitted to the United States Office of Education (Washington, DC: United States Government Printing Office, 1972).

School ______________________________

Teacher ____________________ CHECKLIST[2]

Directions: Please check the characteristics that a
the time.

CHILD'S NAME	Has storehouse of information	Works independently	Analyzes problems well	Has good work habits	Learns rapidly	Enjoys learning	Is self-motivated	Pursues own interests	Displays curiosity	Generates original ideas	Sear

---

[2] Adapted by P.S. 251, Queens, from "Project High
York. Title IVC Demonstration Grant for The Gif
State, 1978-1982.

District ______

Grade ______

ST^2

tics that apply to each child MOST of

ests	plays curiosity	Generates original ideas	Searches for multiple solutions to problems	Displays sense of humor	Criticizes constructively	Is responsible	Communicates well with others	Is self-confident	Works cooperatively	Above average in reading	Above average in math	Specialist's recommendation

roject High and Wide," Yonkers, New
for The Gifted and Talented, New York

RENZULLI-SMITH EARLY CHILDHOOD CHECKLIST[3]

Name ______________________ Date ______________________

School ______________________ Grade ____________ Age ____________

Teacher or person completing this form ______________________

How long have you known this child? ____________ Months. Sex ____________

Directions. Please fill in the information requested above. Next, read each of the following items and consider the degree to which you have actually observed the presence or absence of each characteristic or behavior. Place an X in the appropriate place according to the following scale of values:

1—Seldom or Never	2—Rarely	3—Sometimes	4—Almost Always

Scoring:

Add the total number of X's in each column to obtain the "Column Total."
Multiply the Column Total by the "Weight" for each column to obtain the "Weighted Column Total."
Sum the Weighted Column Total across to obtain the "Score."

	1	2	3	4
1. Has displayed unusual talent in music, drawing, rhythms or other art forms.				
2. Expresses a wide range of interests and is curious about almost everything that goes on around him/her.				
3. Asks many "intelligent questions" about topics in which young children do not ordinarily have an interest.				
4. Keen observation and retention of information about things he/she has observed.				
5. The ability to attend or concentrate for a longer period of time than other children his/her age.				
6. An early interest in clocks and calendars, and an ability to understand their function.				
7. Understands the meaning of and use for maps, diagrams or graphs better than other children his/her age.				
8. Knows the relationship among and between the various coin denominations (i.e., 4 quarters = 1 dollar).				
9. Understands the meanings of number concepts beyond the numbers from 1 to 10.				
10. The early accurate use of a large vocabulary.				
11. Spoke in entire sentences at an unusually early age.				
12. The ability to tell or reproduce stories and events with great detail at an early age.				
13. Carries on "intelligent conversations" with older children and adults.				
14. Learned to read early, with little or no formal teaching.				
15. Can write short stories, poems, or letters.				
Column Total				
Weight	1	2	3	4
Weighted Column Total				
Total				

Please add any comments that you feel will give additional insights into this child's abilities and talents:

[3] Joseph Renzulli, Sally Reis, and Linda Smith, The Revolving Door Identification Model (Creative Learning Press, 1981), p. 181.

"A program for gifted primary students should not be merely a diluted version of activities adapted from the upper elementary program. Rather the primary program must respond to the unique social, emotional and developmental needs of young gifted children. These needs form the basis for organizing differentiated learning experiences that stimulate intellectual growth."[4] Differentiated curriculum for gifted children should expand, extend and deepen the learning experience. It allows gifted children opportunities to:

- explore topics in depth
- extend studies in time
- expand explorations of content
- vary the process of research

It is important that first grade teachers plan experiences for potentially gifted children in the regular classroom setting.

Planning to Provide for the Gifted Learner:[5]

How?

- Establish groups based on interests, needs, curricular topics.
- Set up mentorships with peers, adults, older students.
- Provide for independent study through contracts, minicourses, learning packages, task cards.

When?

- In place of the regular class or group activity.
- In addition to the regular class or group activity.
- As an extention of the regular curriculum.

What?

Regular Group	Gifted Group
Students report on inventions in the field of communications.	Students invent a new form of communication.
Students list the requirements for healthy plant life.	Students carry on an experiment where one factor has been removed. Results are recorded by picture or graph.

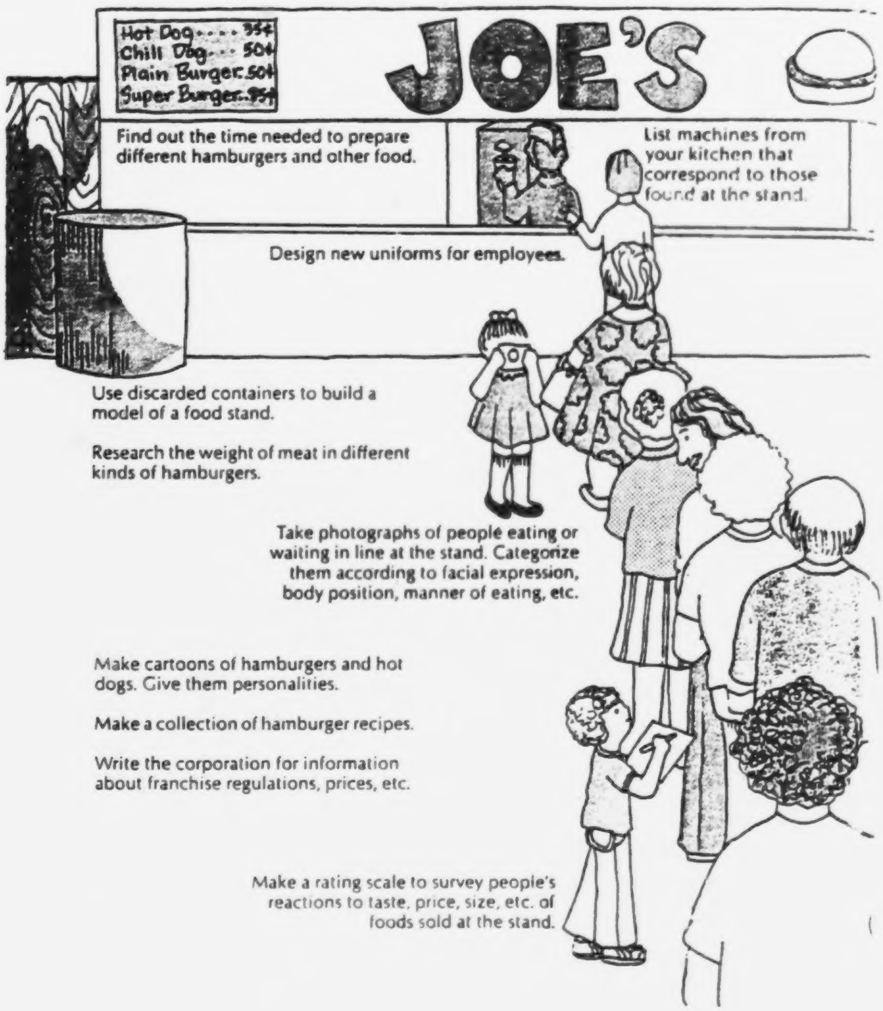
---

[4] Kathryn T. Hegeman, Gifted Children in the Regular Classroom (New York: Trillium Press, 1980), p. 66.

[5] Division of Curriculum and Instruction, Reaching the Gifted Grades: K-6 (Brooklyn, NY: New York City Board of Education, 1983), p. 6.

The thematic approach enables the teacher to organize learning experiences for young children. Teachers can provide appropriate activities for children with special abilities while relating their experiences to a theme being studied by the class. For example, many children love to eat hamburgers. Using a hamburger stand as a center, extended activities can be developed as follows:

Hamburger Stand[6]



Design a new logo.

Find out the time needed to prepare different hamburgers and other food.

List machines from your kitchen that correspond to those found at the stand.

Design new uniforms for employees.

Use discarded containers to build a model of a food stand.

Research the weight of meat in different kinds of hamburgers.

Take photographs of people eating or waiting in line at the stand. Categorize them according to facial expression, body position, manner of eating, etc.

Make cartoons of hamburgers and hot dogs. Give them personalities.

Make a collection of hamburger recipes.

Write the corporation for information about franchise regulations, prices, etc.

Make a rating scale to survey people's reactions to taste, price, size, etc. of foods sold at the stand.

---

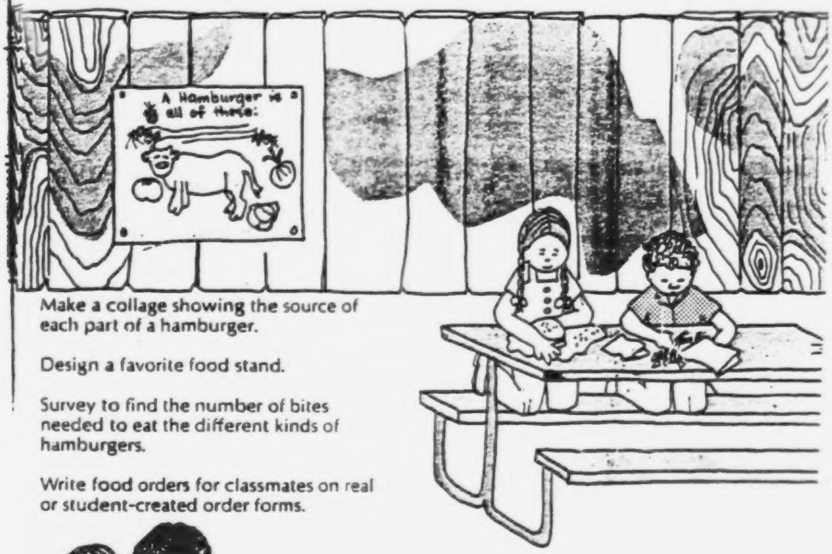
[6] Sandra Kaplan, JoAnn Kaplan, Sheila Madsen, and Bette Gould, A Young Child Experiences: Activities For Teaching and Learning, (Santa Monica, CA: Good Year Publishing Company, 1975), pp. 156-157.

Make ketchup in the classroom using the label on the bottle as a source of ingredients.

Be an efficiency expert. Find a way to cut the number of employees, the time for service, the cost of food.

Find out about clean-up procedures.

Write descriptions of various foods from their smells.

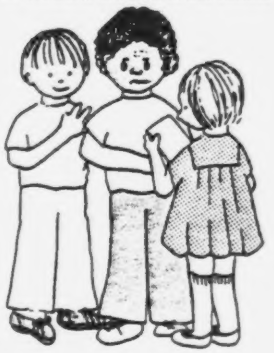

A Hamburger is all of these:

Make a collage showing the source of each part of a hamburger.

Design a favorite food stand.

Survey to find the number of bites needed to eat the different kinds of hamburgers.

Write food orders for classmates on real or student-created order forms.



Trace the evolution of the hamburger.

Make up a new relish in the classroom.

Count how many french fries are in bags of various sizes.

Cut a potato to find out how many french fries can be made.

Count the number of sesame seeds on a bun. Place seeds or other objects on a paper outline of the bun to show the number counted.

Reaching the Gifted Grades K-6[7] provides thematic lesson plans for use in either a homogeneous or heterogeneous setting. The guide provides activities to stimulate higher-level thinking skills: analysis, synthesis, and evaluation.

Meeting the needs of gifted children can be a very exciting and rewarding process for the first grade teacher.

[7] Division of Curriculum and Instruction, Reaching the Gifted Grades: K-6 (Brooklyn, NY: New York City Board of Education, 1983).

Considering the Child for Special Education Services

When first grade children become familiar with classroom routines, they readily begin to explore their primary learning environment--the classroom. The teacher, having set the stage for learning, now facilitates learning and directs additional attention to the informal assessment of each child's performance.

Most children will demonstrate abilities which cluster around age-appropriate levels; some will not. For those children who demonstrate difficulties in one or more performance areas, it is important to remember that maturation rates differ and that the teacher must use a variety of strategies to enhance each child's learning. An informal assessment process enables the teacher to identify specific areas of difficulty and devise instructional strategies to facilitate the child's growth in these areas.

The teacher should examine the child's present level of performance in the following areas:

- Academic Development and Learning Rate: how the child functions in academic areas and the way in which the child approaches learning

- Social Development: how the child functions in social interactions with other peers and adults, and with the demands of the school environment

- Physical Development: how the child functions physically in terms of health, vitality, and sensory and motor development

- Management Needs: what the child requires to engage in learning in terms of supervision, instructional group size, modifications to classroom procedures*

Finding the time for individual assessment while continuing the scheduled activities of the classroom may at first appear to be an overwhelming task. With careful planning, a selection of appropriate early childhood games can provide opportunities for relaxed, nonthreatening individual evaluation, as well as academic and social development for all. The sample assessment chart which follows is a suggested time-saving method of recording evaluation data.

In addition to observing the child's performance levels, the teacher may want to:

- engage in informal conversation with the child's parent(s)
- review the child's current health records
- confer with the former teacher
- review the results of the screening
- review the articulation card from the previous grade

---

* Regulation of the Commissioner of Education of the State of New York, Section 200.4, Individual Education Program for the Students with Special Needs.

This informal assessment process will enable the teacher to devise instructional strategies to facilitate the child's growth. The teacher should try alternative instructional materials, approaches, and classroom management techniques to sustain the child in the regular education setting. An example of how this can be done is provided in the following chart.

In general, a young child may exhibit one or more behavioral difficulties which are typical and often quite acceptable in the younger child's development (e.g., continual movement, negative self-assertion, inability to separate "myself" from "my environment"). The early childhood teacher recognizes the developmental differences among children and focuses on ways to meet those different educational needs. In looking at the child's performance and behavior, the teacher can assist the young child who is having difficulties by practicing the techniques stated in the chart below.

When the child does not benefit from all the alternative strategies and the difficulties persist, the teacher should consider whether the child may have a handicapping condition that is interfering with educational performance. THE MOST IMPORTANT DECISION A TEACHER CAN MAKE ABOUT A YOUNG CHILD IS THE DECISION TO REFER. Since a referral leads to the evaluation of the student for special education, the teacher must be sure that the child's difficulties are not part of normal development which can be handled in the first grade classroom with some modification of the curriculum. Before a referral is made, the teacher should consult with the principal and/or immediate supervisor to discuss every resource which can be used to support the child in general education. If the teacher suspects the child has a handicapping condition, a referral can be made to the Committee on the Handicapped (COH) according to the guidelines established in Chancellor's procedures. Once a referral is made and parental consent for evaluation is obtained, the student will be evaluated by the School Based Support Team (SBST).

While awaiting the evaluation of the child, the first grade teacher continues instruction, making adaptations where appropriate and documenting changes in the child's behavior. On the following pages are a sample of a teacher's checklist which documents observations of a child's behavior, an "Adaptations to Instruction" chart and a chart describing "Techniques for Working with Special Needs Children."

A Sample Child Assessment Chart

Child's name George Walker

Date of birth July 29, 19__

ASSESSMENT AREA	SUGGESTED ACTIVITY	BEHAVIORAL DESCRIPTION	PERFORMANCE RATE	TEACHER-CHILD INTERACTIONS
number recognition (1-10) eye-hand coordination Social development	bingo	drops chips Covers wrong number	Very fast	5 times
number recognition (1-12) large muscle development--toss, hop, jump	hop scotch	walks away from place while waiting on line can't hop, stumbles	Slow	6 times
Social development letter recognition follows directions - visual - oral Small muscle development - use of crayons, scissors	lotto Cutting pictures from a magazine.	finds capital J, L only, no lower case Scribbles on worksheet Cuts up worksheet	very fast	8 times
expressive language memory skills receptive language	report a personal experience, e.g., what I saw on television last night; follow verbal directions, e.g., "Open the door."	uses one word phrases Speaks repetitively misuses pronouns walks to the door	Slow	6 times

Adaptations to Instruction

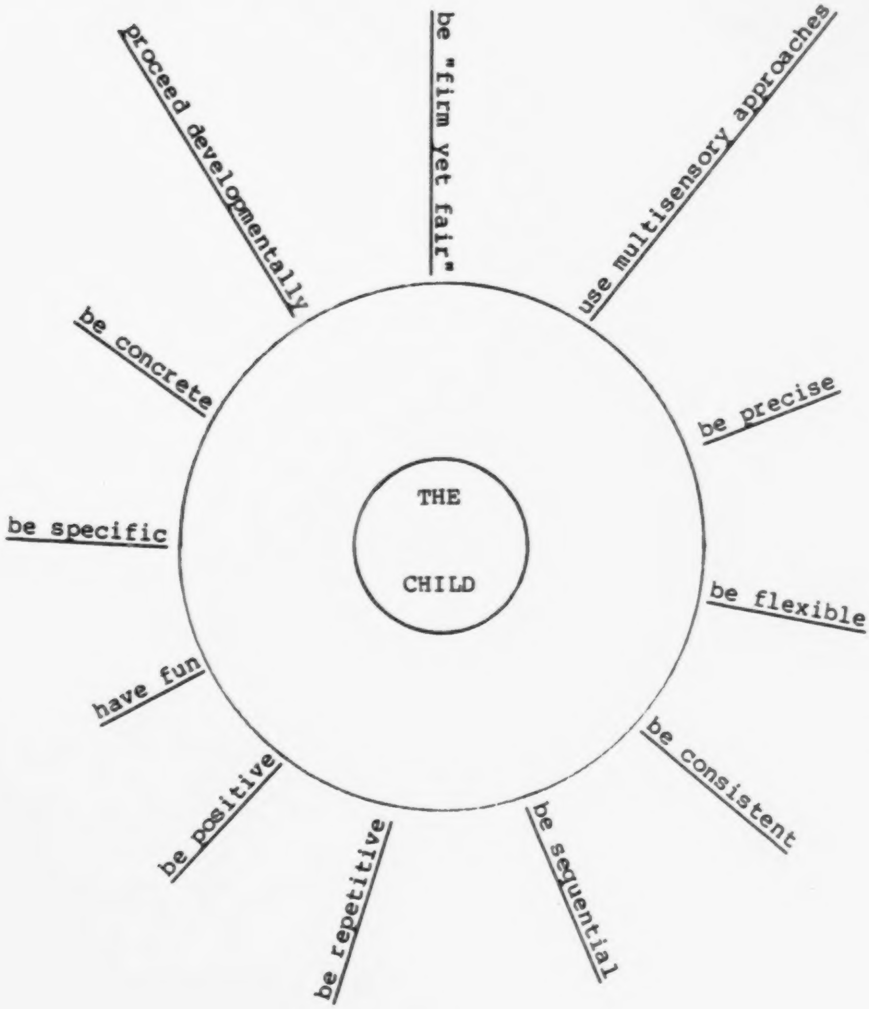
IF: the child demonstrates fatigue, distractability, restlessness, inappropriate behaviors...

THEN: the first grade teacher may want to provide an alternate work place, e.g., an enclosed area with limited stimuli and select from among the alternate activities in the chart below:

ALTERNATE ACTIVITIES	MATERIALS
1. WATER PLAY Aims: . emotional development, relaxation . tactile/kinesthetic experience . behavioral development through creative use of materials . language development: naming objects and/or actions Motivation: . "Please help me with this job." . "I need you to wash these." . "Keep the water in the sink." . "Keep the __________ here."	. sink . smock . newspaper for floor . sponge . soap . towel . objects to be washed
2. SORTING AND MATCHING OBJECTS OR ATTRIBUTES OF OBJECTS Aims: . development of attention span, eye-hand coordination . behavioral development through correct on-task performance . language development through correct use of new words, e.g., pair, match Motivation: . "I've got a job for you." . "These are mixed up." . "Please help me." - Put the ___________ in this box. - Put the ___________ in this box. (teacher demonstrates; child imitates)	. objects to be sorted, e.g., large/small paper clips, red/blue crayons . two small boxes (teacher can rinse out empty milk containers from the lunchroom)

ALTERNATE ACTIVITIES	MATERIALS
3. PLAY DOUGH Aims: . emotional development/relaxation . tactile/kinesthetic experience . creative exploration of the material . language development: naming and describing shapes and actions; expressing feelings Motivation: . "I've got something that is fun to play with." . "Do you know what this is?" (teacher shows the play dough to child) . "Keep the play dough on this board." (teacher can explain that it is easier to clean up this way) . "Use your hands. What can you do with the play dough?" (if necessary, the teacher may demonstrate squeezing, rolling, etc.)	. a can of play dough . clay board
4. USE A MIRROR TO DISCOVER THE PARTS OF MY FACE (BODY) Aims: . behavioral development through appropriate use of a mirror . tactile/kinesthetic experience: touching parts of own face . language development: naming the parts of own face . visual memory skills: drawing a picture, completing a puzzle of own face Motivation: . "You can have fun using a mirror." - "Look into the mirror and touch your nose." "Now, touch your ears (etc.)." - "Can you draw a face?" "Can you put together a puzzle of a face?"	. child-safe mirror . crayon . paper

Techniques for Working with Special Needs Children


THE CHILD
be "firm yet fair"
use multisensory approaches
be precise
be flexible
be consistent
be sequential
be repetitive
be positive
have fun
be specific
be concrete
proceed developmentally

Section 8

Developmental Skills and Scope of Curriculum Areas

Developmental Skills

SKILLS IN COMMUNICATION ARTS

Introduction

Researchers in the communication arts have proposed models of instruction that have implications for teaching young children. The whole-language approach (F. Smith, 1978; K. Goodman, 1968; M. Clay, 1975; D. Holdaway, 1979), for example, advocates that learning to read and write should be natural developmental processes learned in the context of meaningful materials. Language experience is frequently used in a whole-language approach. The cognitive clarity theory (M. D. Vernon, 1957; John Downing, 1979; J. Johns and Ellis, 1976) states that learning is most effective when reading and writing are broken down into component skills and children master these skills sequentially. Direct instruction in specific skills is consistent with the cognitive clarity approach.

The communication arts module that follows is eclectic, incorporating the most valuable techniques from various models.

The acquisition of communication skills is a developmental process dependent on children's maturational levels, individual rates of growth, and learning styles. Therefore, there are various ways in which teachers make provisions for learning. A skill or concept may be introduced to the whole class in the form of a direct instruction activity. Reinforcement or follow-up may also be planned for large groups, small groups, or individuals, depending on children's instructional needs.

Opportunities to acquire and enhance comprehension skills, as part of children's overall literacy development, must be provided every day. Early experiences that include books and printed matter are crucial to the emergence of concepts and attitudes, as well as skills. Children need to see and hear many stories and poems; they need to engage in conversations, discussions, and dialogues. By participating in formal and informal writing activities, children will discover that print has function and meaning. Children will purposefully use their growing repertoire of words in many contexts. All of these opportunities for language will be a natural part of the classroom environment. Children will sense the interrelatedness of listening, speaking, writing, reading--a holistic view.

As in all other curriculum areas, the communication arts are presented to first grade children through a series of integrated, multisensory experiences, interrelating writing, reading, speaking, and listening. This integration of skill and curriculum is apparent in the themes presented in this guide. For example, in "Friends," there are multisensory activities to stimulate skills in speaking, listening, writing, and reading. In one activity, children observe the characteristics of animals in a pet store. At the same time, the children are using oral communication skills in describing pets, communicating their thoughts, and using auditory comprehension skills to listen to other children's descriptions.

Children learn through varied and repeated activities. The adept teacher plans numerous formal and informal activities in order to reach children through as many instructional modes as possible. Many types of experiences are necessary to provide children with opportunities for further development of their communication arts skills. Dorothy Cohen expresses it in this way:

> Both the formation of concepts and the self-generating urge to know seem to be dependent on much varied opportunity to observe, compare, test, experiment, analyze, synthesize, re-examine, test and retest initial and later perceptions of the objective world.*

In first grade classrooms, teachers and children will be the inventors and creators of that rich and varied environment which promotes learning!

The "Skills in Communication Arts" list that follows categorizes the communication arts skills in sections on beginning reading, oral communication, and beginning writing.

The chart shows:

- The suggested period for informal introduction and/or child-initiated activity, depicted by a broken line (---).
- The suggested period for focusing direct instruction on each skill, depicted by a star (*).
- The suggested period for ongoing skill development and reinforcement, depicted by an arrow (⟶).
- Skills which were given extensive emphasis at the kindergarten level and may not require a period of focused instruction. These skills are depicted by an arrow which begins before the fall period.

The chart can also be used to note the increased complexity of skills, the overlapping of skills, and the need to plan for concurrent instruction in several skills.

---

*From Dorothy Cohen, Learning in the Kindergarten (Albany, NY: The University of the State of New York, The State Education Department, Bureau of Child Development and Parent Education), p. 6.

DEVELOPMENTAL SKILLS IN COMMUNICATION ARTS

NOTE

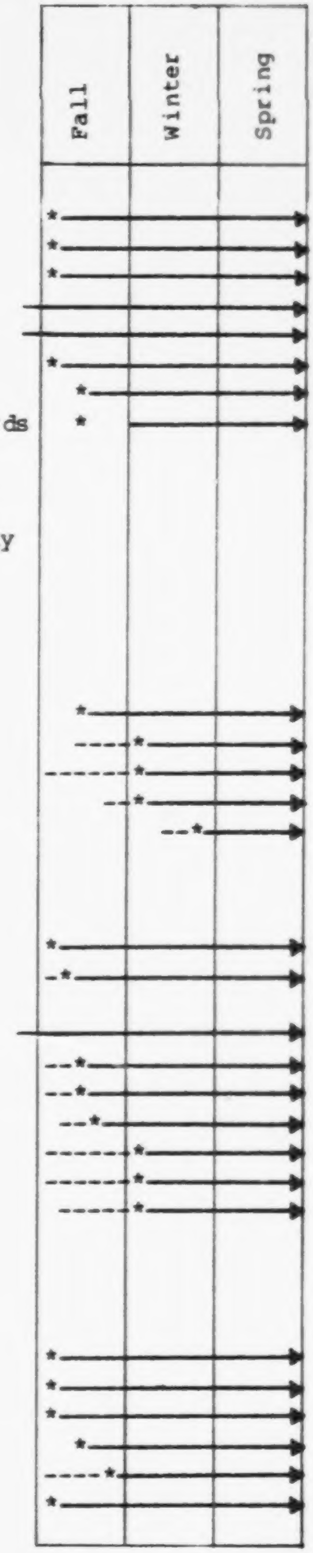
Many of the skills listed on the following pages have been introduced to children who previously attended all-day kindergarten classes. However, it should never be assumed that because a skill was taught in kindergarten, it has been mastered by every child. Assimilation of kindergarten skills will vary greatly among children entering first grade, as will developmental levels.

Early in the school year, the first grade teacher should use formal and informal assessment procedures to plan an appropriate instructional program. The program should include a process for grouping and individualization which is responsive to the children's varied levels of functioning in basic skill areas.

BEGINNING READING

Visual Skills (Perception, Discrimination, Memory)

	Fall	Winter	Spring
. Identifying pantomimed actions	→	→	→
. Recognizing size relationships	*→	→	→
. Identifying/distinguishing colors (suggested sequence: red, blue, yellow, green, purple, black, brown, orange, white, pink)	*→	→	→
. Identifying/comparing shapes (suggested sequence: circle, square, triangle, rectangle)	*→	→	→
. Matching objects	→	→	→
. Matching shapes/forms	→	→	→
. Matching pictures	→	→	→
. Matching and distinguishing letters	*→	→	→
. Distinguishing left and right	*→	→	→
. Understanding left-to-right progression	→	→	→
. Distinguishing figure from background	→	→	→
. Locating picture on a page	*→	→	→
. Noticing details in a picture	*→	→	→
. Continuing a simple pattern	*→	→	→
. Recalling a missing object in a group	→	→	→
. Identifying upper- and lower-case letters	*→	→	→
. Matching and distinguishing words	*→	→	→
. Matching and distinguishing sentences		*→	→



Auditory Skills (Perception, Discrimination, Memory)

- Identifying common sounds in the environment
- Distinguishing between sounds
- Distinguishing sound characteristics: volume, pitch
- Recalling a sound or sequences of sounds
- Identifying first and last sound in a sequence
- Identifying rhyming words
- Distinguishing between words
- Distinguishing between beginning consonant sounds in words
  (Based on current research, the suggested sequence for teaching initial consonants is: d, m, f, w, t, k, n, b, l, s, j, p, c, r, y, g, h, v, z, q. Letters and sounds which are visually or auditorially similar need to be introduced in a sequentially appropriate manner to avoid confusion for the children, i.e., b/d, b/p, d/t, m/n, v/w, f/v, m/w. Specific letters and sounds are focused on at different times.)
- Distinguishing changes in rhythm
- Distinguishing between final consonants
- Distinguishing between syllables
- Recognizing that voice shows feeling or emotion
- Distinguishing between medial consonants

Auditory Comprehension

- Following simple oral directions
- Recalling two seqentially related directions
- Understanding story content:
  - retelling a story
  - recalling details
  - recalling sequence
  - making inferences
  - understanding cause and effect
  - predicting outcomes
- Recalling a series of consecutive directions

Sight Word/Vocabulary Development

- Being aware of print in the environment
  - Using name labels
  - Using information charts
  - Labeling by teacher of objects in the room
  - Dictating stories for experience charts
  - Labeling by children
- Beginning writing; invented spelling

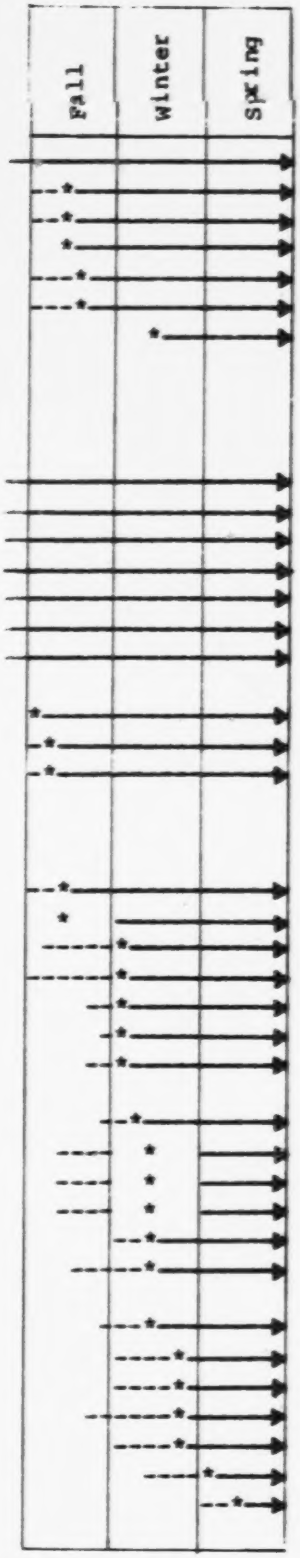
- Making picture/word associations
- Understanding antonyms
- Using configuration (shapes) of words to recognize words
- Classifying words according to function
- Understanding synonyms
- Using context for unfamiliar words
- Recognizing that qualifying words (adjectives, adverbs) add to meaning

Readiness For Reading Comprehension

- Looking at books
- Participating in group dictation activities
- Participating in individual dictation
- Describing objects, people, situations
- Supplying words in context
- Classifying information
- Making associations
- Oral narratives
  - participating in meaningful dialogues
  - retelling an experience in sequence
- Interpreting pictures

Reading Comprehension

- Following simple written directions
- Making picture/sentence associations
- Reading to reflect punctuation
- Identifying details in a story
- Recalling sequence
- Identifying the main idea of a sentence
- Using context clues to understand words which may have multiple meanings
- Understanding cause and effect
- Predicting outcomes
- Making judgments/drawing conclusions
- Making inferences
- Identifying the main idea of a paragraph
- Reading for specific information such as recipes or directions
- Making comparisons
- Distinguishing between reality and fantasy
- Identifying the main idea of a story
- Reading to reflect author's meaning
- Summarizing
- Selecting a title to express main idea
- Distinguishing between fact and opinion



Literary Appreciation

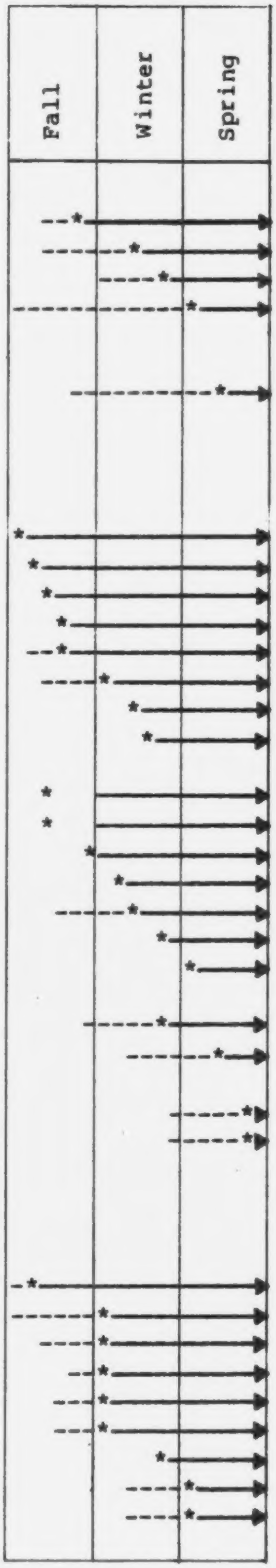
- Recognizing humorous elements
- Interpreting a character's actions, feelings, traits
- Understanding figurative language
- Recognizing and enjoying literary forms: poetry, plays, biographies, folk literature (folk tales, fairy tales, fables, myths)
- Understanding elements of a story: plot, setting, characters

Phonics/Phonetic Analysis

- Matching capital and lower case letters
- Using rhyming words
- Identifying letters (see Auditory Skills for sequence)
- Discriminating between similar words
- Blending sounds
- Substituting consonants to form new words
- Identifying consonants and vowels
- Substituting vowels to form new words
- Recognizing sound/symbol relationships:
  - initial consonants
  - final consonants
  - medial consonants
  - consonant blends
  - vowels
  - digraphs
  - diphthongs
- Developing awareness:
  - of variant sounds (y, c, g, th, s)
  - that different letters or combinations of letters can represent the same sound (e.g., f, ph, gh)
  - of r-influenced vowels (e.g., -ar, -er, -ir)
- Understanding diacritical markings of vowels

Structural Analysis

- Becoming aware of:
  - words with plural endings: -s
  - verbs with reflexive endings: -s, -ed, -ing
  - simple contractions: e.g., I'm, can't, isn't
  - words with comparative endings: -er, -est
  - possessives: 's
  - compound words
  - words with suffixes, e.g., -ful
  - root words
  - words with prefixes



Library and Study Skills

	Fall	Winter	Spring
. Understanding roles of author and illustrator	*→	→	→
. Locating places on simple maps	*→	→	→
. Understanding representations on maps, charts, globes	*→	→	→
. Reading silently with comprehension	*	→	→
. Identifying parts of a book, e.g., title, table of contents	------	*→	→
. Locating parts and pages of a book	----	*→	→
. Learning to appreciate and use the library	-----	*→	→
. Using a picture dictionary		*→	→
. Locating information	--	-*→	→
. Alphabetizing through 2nd letter		*→	→
. Selecting the best response from several choices	-	--*→	→
. Organizing materials in simple chart or story form		*→	→
. Skimming			*→

Attitudes Developed through Reading

	Fall	Winter	Spring
. Demonstrating interest by exhibiting good listening habits	*→	→	→
. Reading with interest and joy	*→	→	→

ORAL COMMUNICATION

Language Development

	Fall	Winter	Spring
. Conversing informally with classmates and adults	→	→	→
. Asking questions	*→	→	→
. Expressing opinions	*→	→	→
. Engaging in group discussions	*→	→	→
. Learning and using new spoken vocabulary	→	→	→
. Discussing pictured objects	→	→	→
. Discussing feelings	*→	→	→
. Retelling familiar stories in sequence	→	→	→
. Reciting finger plays, poems in a group	*→	→	→
. Reporting informally	*→	→	→
. Dramatizing familiar stories	--*→	→	→
. Interviewing people	---*→	→	→
. Explaining feelings of story characters	------	*→	→

Attitudes Developed through Oral Communication

	Fall	Winter	Spring
. Taking pleasure in the exchange of ideas	→	→	→
. Enjoying the sharing of original stories, songs, poems	*→	→	→
. Taking pleasure in learning and using new words	*→	→	→

BEGINNING WRITING

Fine Motor Skills

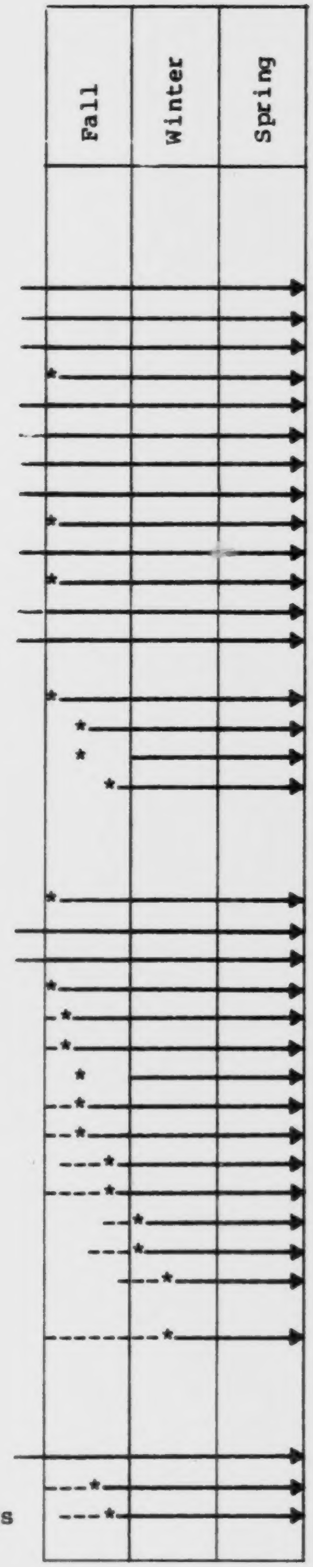
- Putting together simple puzzles
- Finger painting designs, pictures, shapes
- Stringing beads
- Using clay
- Pasting pictures/shapes to background sheet
- Pouring liquids, e.g., juice, paint
- Coloring simple pictures/shapes within lines
- Holding and using crayons appropriately
- Holding and using pencils appropriately
- Manipulating scissors and cutting
- Folding paper
- Painting with brushes on newsprint
- Tracing lines and shapes in the air, on the chalkboard, on paper
- Copying lines and shapes
- Tracing names, letters, words
- Copying names, letters, words
- Copying sentences

Writing Skills

- Associating oral language with print
- Inventing symbols to carry messages
- Experimenting with letter shapes
- Using invented spelling to write new words
- Writing own stories
- Writing sentences using known words
- Copying letters and words
- Establishing line-to-line progression
- Using spaces between words
- Writing lists of recognizable letters and words
- Using appropriate punctuation
- Writing simple poems
- Creating new endings for stories
- Writing invitations, announcements, and simple letters using correct format
- Repeated writing of known words

Attitudes Developed through Writing

- Showing pride in their growing mastery
- Enjoying rereading written work to others
- Taking pleasure in writing original stories, poems, songs



SKILLS IN MATHEMATICS

Introduction

By the time children enter first grade, most are interested in numbers and have used them to tell their age, how many brothers and sisters they have, their house and telephone numbers, and the numbers of their favorite television channels. The extent of children's knowledge of numbers will depend on the interests and experiences children have had.

Young children usually know a penny, a nickel, a dime, and a quarter. They may not be aware of actual values, but they know these coins are "money." They know something about fractions, although they may ask for the "big half" of the candy bar. They have heard about pounds, quarts, and dozens at the supermarket. However inaccurate and unsophisticated many of these ideas may be, they furnish a starting point for the alert teacher.

From the start, children's experiences in mathematics should be concrete and meaningful. A child who has broken a whole cookie into parts understands that each part is less than the whole cookie. Children should be active participants in discovery and in learning, not merely repeaters of the learnings of others. Learning experiences should be preplanned by the teacher and arranged in an orderly sequence.

In school, children are in frequent contact with mathematical ideas and with mathematics in action. The potential value of these experiences will be lost unless the teacher plans specifically to capitalize on them. Learning activities should be studied in advance for possible mathematical implications. As children become aware of the importance of numbers in their daily lives, concepts will be refined and mathematical language used with increasing precision.

Children experience continuous growth in understanding number concepts and concepts related to distance, shape, size, speed, temperature, time, weight, and location. Many of these concepts are developed informally. Although their development may seem incidental from the child's point of view, they are the result of careful planning by the teacher.

The first grade teacher preplans the program in mathematics in a definite sequence. The teacher studies the program to see if there are enough opportunities for all children to participate in experiences that will help them understand mathematics. At this level, systematic instruction is needed to develop number concepts. The everyday activities of children are used to develop concepts of mass and liquid, distance, place, shape, size, speed, temperature, time, and weight. As children mature and their experiences broaden, they grow in their understanding of mathematical concepts.

As the teacher learns about the strengths and instructional needs of individuals and groups, children can be guided to make discoveries at their respective levels of development. In addition, the teacher can help children reinforce concepts previously developed as new topics are introduced.

Children come to first grade with a variety of prior experiences in groups. Some come from an all-day kindergarten, others from a day-care center or half-day kindergarten. Some children may have no prior group experience. Teachers should become familiar with the topics and concepts in Getting Started in the All-Day Kindergarten for possible review and reinforcement. For example, even though personal data, e.g., address, telephone numbers and number names in the environment, are not included in this first grade guide, teachers should be aware that these and other concepts may need to be reintroduced at the beginning of the first grade.

The following seven principles are basic to planning for growth in mathematics in first grade:

1. Mathematics is taught in a definite sequence.

2. Each mathematics topic is developed through four developmental levels:
   - engaging in experiences
   - using representational materials
   - thinking through mathematical relationships
   - writing and using mathematics in solving problems

3. The four developmental levels may overlap.

4. For most topics in mathematics, children will need a significant amount of time to experience all four developmental levels.

5. Children will also vary in the amount of time needed to advance through a topic. More mature children may proceed through the first two developmental levels more rapidly than less mature children. Some children may be able to "think through" more mathematical relationships than other children.

6. The earlier a topic in mathematics is introduced, the longer the teacher should emphasize the first two developmental levels.

7. Children are frequently encouraged to estimate answers before they compute. Those children who are unable to give reasonable estimates will need to go back to earlier developmental levels or to simpler concepts or processes.

The scope of first grade mathematics is based on the New York State and New York City curricula. It should be noted that the curriculum is cyclical and developmental. It encompasses the following major topics:

- numbers and numeration
- addition of whole numbers
- subtraction of whole numbers
- fractions
- geometry
- measurement
- algebraic concepts
- graphs, probability, statistics
- problem solving

Manipulative materials should be explored early in the school year, allowing time for:

- . children to discover the properties of each type of material
- . the teacher to observe children's levels of skill development in using each material

Informal learning in which children become familiar with concepts and skills should precede focused instruction.

It should be remembered that the level of a child's skill development and the level of language (terminology) may not be the same. Both types of learning should be continually assessed. As the teacher guides the children in skill development, terminology is continually taught through modeling, dialogue and discussion.

Concepts may be introduced to large groups of children; however, there are times and situations when additional concept development is taught in small groups or to individuals. It is important to note that many of these concepts, while introduced in kindergarten and first grade, may not be completely internalized until later. Children move developmentally, building on the skills and knowledge of yesterday's learnings, integrating today's experiences, and going forward to meet tomorrow's challenges.

The mathematics skills to be developed in the first grade are listed in the following chart. The chart shows:

- . the suggested period for informal and/or child-initiated activity depicted by a broken line (---)
- . the suggested period for focusing direct instruction on each skill depicted by a star (*)
- . the suggested period for ongoing skill development and reinforcement, depicted by an arrow (⟶)

The teacher should be alert to opportunities for developing skills during activities and experiences throughout the day. The chart indicates that specific skill lessons are planned by the teacher and taught for a week or two during the suggested time frame. The chart can also be used to note the increased complexity of skills, the overlapping of skills, and the need to plan for concurrent instruction in various skills.

DEVELOPMENTAL SKILLS IN MATHEMATICS

NOTE

Many of the skills listed on the following pages have been introduced to children who previously attended all-day kindergarten classes. However, it should never be assumed that because a skill was taught in kindergarten, it has been mastered by every child. Assimilation of kindergarten skills will vary greatly among children entering first grade, as will developmental levels.

Early in the school year, the first grade teacher should use formal and informal assessment procedures to plan an appropriate instructional program. The program should include a process for grouping and individualization which is responsive to the children's varied levels of functioning in basic skill areas.

	Fall	Winter	Spring
Spatial Relationships			
. Distinguishing between up and down	--*→	→	→
. Distinguishing between above and below	--*→	→	→
. Distinguishing among in, on, and off	--*→	→	→
. Distinguishing between over and under	--*→	→	→
. Distinguishing between top and bottom	--*→	→	→
. Distinguishing between inside and outside	--*→	→	→
Seasons of the Year			
. Naming and sequencing the seasons of the year	*→	→	→
. Naming the last, current, and next season of the year	*→	→	→
Days of the Week			
. Naming and sequencing the days of the week	*→	→	→
. Identifying what yesterday was, what today is, and what tomorrow will be	*→	→	→
. Naming the current date	*→	→	→
. Solving story problems related to the skills learned in this module	------	--*→	→
Spatial Relationships Extended			
. Distinguishing between in front of, and behind	--*→	→	→
. Distinguishing among before, after, between, and next to	*→	→	→
. Distinguishing between left and right	*→	→	→
. Distinguishing among first, middle, and last	--*→	→	→

	Fall	Winter	Spring
Classification by Attributes			
. Distinguishing between same and different	--*——	——	——▶
. Distinguishing among the concepts of large, larger, and largest	*——	——	——▶
. Distinguishing among the concepts of small, smaller, and smallest	*——	——	——▶
. Distinguishing between larger, largest; smaller, smallest	*——	——	——▶
. Distinguishing between likenesses and differences; solving oral story problems using the skills learned in this module	*——	——	——▶
One-to-One and More-Than-One Correspondence			
. Pairing objects from unlike sets by means of a one-to-one correspondence without counting	--*——	——	——▶
. Grouping objects from unlike sets by means of a two-to-one-correspondence without counting	*——	——	——▶
. Grouping objects from unlike sets by means of a many-to-one correspondence without counting	*——	——	——▶
Sets			
. Identifying a set as a collection or group of objects	--*——	——	——▶
. Identifying the members of a set determined by a specific characteristic	*——	——	——▶
. Identifying the empty set	*——	——	——▶
Comparing Groups of 1 through 5 Objects			
. Comparing groups (sets, bunches, lots, heaps, piles) of 1 through 5 objects by matching and showing which have the same number of objects, when given two groups of objects	*——	——	——▶
. Comparing groups of 1 through 5 objects by matching and showing which have more objects, when given two groups of objects	*——	——	——▶
. Comparing groups of 1 through 5 objects by matching and showing which have fewer objects, when given two groups of objects	*——	——	——▶
. Comparing groups of 1 through 5 objects by matching and showing more and fewer, when given two groups of objects	*——	——	——▶

	Fall	Winter	Spring
Quantities			
. Distinguishing between all and none	*—	—	→
. Distinguishing between most and least	*—	—	→
. Identifying groups (sets, lots, bunches, heaps, piles) having the same number of objects	*—	—	→
. Deciding whether the groups (sets, lots, bunches, heaps, piles) have the same number of objects (as many as)	*—	—	→
. Distinguishing between more than and less than	*—	—	→
. Distinguishing between not enough and extra	*—	—	→
Numerals One (1) through Five (5)			
. Associating the numerals 1 through 5 with a group (set, lot, bunch, heap, pile) having one through five objects	*—	—	→
. Recognizing and identifying the symbols "1" through "5" as numerals for the numbers one through five	*—	—	→
. Reciting the numerals 1 through 5 in correct counting order	*—	—	→
. Writing the numerals 1 through 5	*—	—	→
. Identifying the number of objects in a given group of 1 through 5	*—	—	→
. Associating the number words "one" through "five" with groups having one through five objects	*—	—	→
. Locating where you can find the numerals 1 through 5 in the home, school, and/or neighborhood	*—	—	→
Patterns			
. Using attributes of size, shape, or color to classify objects	--*—	—	→
. Identifying different patterns with one variable attribute (size, shape, or color)	*—	—	→
Properties of Figures and Shapes			
. Observing the likenesses and differences of shapes in the environment	*—	—	→
. Discovering some properties of 2-dimensional shapes (circles, squares, rectangles, and triangles)	*—	—	→
. Discovering some properties of 3-dimensional shapes (cubes, rectangular prisms, spheres, cylinders, and pyramids)	*—	—	→
Measuring Length			
. Measuring length using nonstandard units	*—	—	→

	Fall	Winter	Spring
Measuring Weight			
. Measuring weight using nonstandard units	*→	→	→
Pictographs			
. Collecting, organizing, and graphing data relating preference using two categories at a time	*→	→	→
. Reading and interpreting the information given in a graph using more than two categories	*→	→	→
. Using information on a graph to answer questions involving more or less	*→	→	→
Size Comparisons			
. Distinguishing and comparing objects using the terms short and tall; short and long	*→	→	→
. Distinguishing and comparing objects using the terms long, longer, and longest; short, shorter, and shortest; tall, taller, and tallest	*→	→	→
. Distinguishing and comparing objects using the terms wide, wider, and widest; narrow, narrower, and narrowest	*→	→	→
Capacity			
. Comparing the capacity of cup, pint, and quart containers	*→	→	→
. Estimating the capacity of various-sized containers	*→	→	→
Pennies and Nickels			
. Identifying and recognizing that one nickel is equivalent to the value of five pennies	*→	→	→
. Solving story problems related to skills learned in this module	*→	→	→
Measuring Capacity			
. Defining and comparing full, half full, and empty	*→	→	→
. Recognizing a liter	*→	→	→
Temperature--Fahrenheit			
. Reading a thermometer using nonnumerical expressions	*→	→	→
. Identifying the degrees for the freezing point (32°F) and the boiling point (212°F) of water on a Fahrenheit thermometer	*→	→	→

	Fall	Winter	Spring
Temperature--Celsius			
. Identifying the degrees for the freezing point (0°C) and the boiling point (100°C) of water on a Celsius thermometer	*→	→	→
Open, Closed, Inside, and Outside			
. Distinguishing between open and closed	*→	→	→
. Determining whether an object is inside or outside a 2-dimensional shape	*→	→	→
. Determining whether an object is inside or outside a 3-dimensional shape	*→	→	→
Problem Solving: Patterns			
. Identifying the rule for a nonnumerical pattern, given the pattern	*→	→	→
. Identifying the rule for a numerical pattern, given the pattern	*→	→	→
Using Drawings to Represent Objects			
. Filling in the missing part of a picture	*→	→	→
. Making drawings to represent objects in a picture	*→	→	→
Developing Mathematical Language through Questions			
. Identifying numerical information within a picture	*→	→	→
. Distinguishing between a fact and a question	*→	→	→
. Developing questions based upon information obtained from a picture	*→	→	→
Using Tables to Develop Questioning Skills			
. Collecting and recording data on a table	*→	→	→
. Developing questions based upon information obtained from a table	*→	→	→
Identifying the Plus (+) and Equal (=) Symbols			
. Recognizing that addition is the union of groups	*→	→	→
. Recognizing that when two groups of objects are added together the resulting group is greater than either of the two original groups	*→	→	→
. Identifying the plus (+) symbol	*→	→	→
. Identifying the equal (=) symbol	*→	→	→
. Identifying both the plus (+) and the equal (=) symbols, using a horizontal format	*→	→	→

	Fall	Winter	Spring
Numerals Six (6) through Nine (9)			
. Identifying and associating the numerals "6" through "9" with a group (set, lot, bunch, heap, pile) having six through nine objects	--*——	———	——▶
. Associating the number words "six" through "nine" with the numerals "6" through "9" and with groups having six through nine objects	--*——	———	——▶
. Locating where you can find the numerals 6 through 9 in the home, school, and/or neighborhood	--*——	———	——▶
Counting 1 through 9 Objects			
. Identifying and ordering the numerals and number words from 1 through 9	------	--*——	——▶
. Identifying the numeral that comes one after a given numeral (1 through 9)	---	--*——	——▶
. Identifying the numeral that comes one before a given numeral (1 through 9)		*——	——▶
. Identifying the counting number that comes between two given counting numbers		*——	——▶
Number Sentences with Plus (+) and Equal (=) Symbols			
. Identifying a frame as a place for writing a missing numeral in a number sentence		*——	——▶
. Writing the plus (+) symbol in number sentences using vertical format	---	--*——	——▶
. Writing the plus (+) symbol in number sentences using horizontal format	---	--*——	——▶
. Writing the plus (+) symbol and the equal (=) symbol in number sentences using both vertical and horizontal formats		*——	——▶
Commutative Property in Addition with Sums through 5			
. Identifying the commutative property in addition with sums through 5		*——	——▶
. Writing addition facts for the numbers 0 through 5 in both vertical and horizontal formats		*——	——▶
. Adding two numbers having sums of 2 through 5 in both vertical and horizontal formats and in reverse order to show the commutative property		*——	——▶

	Fall	Winter	Spring
Concept of Subtraction			
. Recognizing that subtraction is the removal of members from a group	-----	-*→	→
. Recognizing that when a member is subtracted from a group, the resulting group is smaller than the original group	-----	-*→	→
The Minus (-) Symbol			
. Identifying and writing the minus (-) symbol	-----	-*→	→
. Distinguishing between the plus (+) and minus (-) symbols	-----	-*→	→
. Demonstrating that subtract, minus, and take-away are synonymous		*→	→
. Identifying the minus (-) symbol using horizontal format		*→	→
. Writing the minus (-) symbol in a number sentence using both vertical and horizontal formats		*→	→
Subtraction Facts through 5			
. Subtracting numbers to obtain differences from 0 through 5 in both horizontal and vertical formats		*→	→
. Writing a subtraction sentence using both the horizontal and vertical formats for minuends through 5		*→	→
Number Families through 5			
. Identifying related addition and subtraction facts through 5	-----	-*→	→
. Choosing operation symbols for facts having sums through 5		*→	→
Time to the Hour			
. Identifying the hour hand (short hand) and minute hand (long hand) of the clock	-----	-*→	→
. Reading time on a standard and digital clock on the hour (o'clock)	-----	-*→	→
Solving Story Problems			
. Solving story problems through dramatization	--------	-*→	→
. Solving story problems using a number line		*→	→
Story Problems/Number Sentences			
. Translating a story problem into a number sentence		*→	→
. Creating a story problem given a number fact through 9		*→	→

	Fall	Winter	Spring
Line Symmetry			
. Recognizing and creating shapes that have a line of symmetry	- - -	- - * →	→
. Discovering whether or not a given line is a line of symmetry for a figure (halves)		* →	→
Ordinal Numbers First through Fifth			
. Identifying the ordinal position of each object in a row of 1 through 5 objects		* →	→
. Reciting the ordinal names	- - -	- - * →	→
. Matching the ordinal number words first through fifth to the cardinal numbers 1 through 5		* →	→
. Writing the numeral for the given ordinal number word	- - -	- - * →	→
Standard Measurement--Customary			
. Identifying the inch, foot, and yard as standard units of length	- - -	- - * →	→
. Using rulers/measuring tape (inch, foot) to measure familiar objects		* →	→
. Identifying ounce and pound as standard units of weight	- - -	- - * →	→
. Determining the weight of objects to the nearest ounce, pound		* →	→
Standard Measurement--Metric			
. Identifying the centimeter, decimeter, and meter as standard units of length	- - -	- - * →	→
. Using rulers/measuring tape (meter, centimeter) to measure familiar objects		* →	→
. Identifying kilogram as standard unit of weight	- - -	- - * →	→
. Determining the weight of objects to the nearest kilogram		* →	→
Number Sentences			
. Recognizing a number sentence that is true or false		* →	→
. Reading and completing number sentences with place holders		* →	→
Time on the Half-Hour			
. Identifying time: before the hour		* →	→
. Identifying time: after the hour		* →	→
. Reading time on a standard and digital clock on the half-hour		* →	→

	Fall	Winter	Spring
Halves			
. Separating objects into halves	---	-*—	——→
. Identifying, writing, and recording the symbol for one-half as 1/2, for two halves as 2/2		*—	——→
. Solving story problems related to skills learned in this module		*—	——→
The Numeral Zero (0)			
. Associating the numeral 0 with a group (set, lot, bunch, heap, pile) having no objects	---	-*—	——→
. Recognizing, identifying, and writing the symbol 0 as a numeral for the number zero		*—	——→
. Matching the number word zero to the numeral 0 and to the group (set, lot, bunch, heap, pile) having no objects		*—	——→
Bar Graphs			
. Identifying and recording the number of squares that are colored on a bar graph	---	-*—	——→
. Coloring the corresponding number of squares on vertical or horizontal bar graphs, when given concrete objects or the pictorial representation	---	-*—	——→
. Gathering, organizing, and recording data based on personal or group experiences to complete a bar graph using one-to-one correspondence	---	-*—	——→
Number Patterns			
. Using number lines and arrays to show repeated addition	---	-*—	——→
. Identifying patterns for sums and differences using concrete materials and tables	---	-*—	——→
The Numeral Ten (10)			
. Identifying and associating the numeral 10 with a group (set, lot, bunch, heap, pile) having ten objects		*—	——→
. Associating the number word ten with the numeral 10 and with a group (set, lot, bunch, heap, pile) having ten objects		*—	——→
. Reciting, counting, and writing the numerals 0 through 10 forward and backward in correct counting order	---	-*—	——→

	Fall	Winter	Spring
Dimes			
. Identifying equivalent values of a dime using nickels and pennies	---	--*---	---→
. Finding the value of coins (pennies and nickels) having sums through 10¢	---	--*---	---→
. Finding the difference using minuends through 10¢		*---	---→
. Solving story problems related to skills learned in this module		*---	---→
Commutative Property in Addition with Sums through 10			
. Identifying the commutative property in addition with sums through 10		*---	---→
. Writing addition facts for the numbers 6 through 10 in vertical and horizontal formats		*---	---→
Associative Property for Three Addends			
. Using addition to name the number of objects in the new set formed by joining three sets, using vertical and horizontal formats		*---	---→
. Demonstrating that the order of grouping three addends does not change their sum (associative property)		*---	---→
. Recording repeated addition of three addends		*---	---→
Subtraction Facts through 10			
. Subtracting numbers to obtain differences from 1 through 10		*---	---→
. Writing a subtraction sentence using horizontal and vertical formats for minuends through 10		*---	---→
Number Families through 10			
. Identifying related addition and subtraction facts through 10	---	--*---	---→
. Writing a subtraction sentence using horizontal and vertical formats for minuends through 10		*---	---→
Ordinal Numbers First through Tenth			
. Identifying the ordinal position of each object in a row, through 10 objects	---	--*---	---→
. Matching the ordinal number names first through tenth to the cardinal numbers 1 through 10	---	--*---	---→
Sharing Objects			
. Separating and identifying a group of objects into halves and fourths	---	--*---	---→

Fourths

	Fall	Winter	Spring
. Separating objects into fourths	---	--*	——→
. Identifying and writing fractional notation for one-fourth as 1/4, for two-fourths as 2/4, for three-fourths as 3/4, for four-fourths as 4/4		*	——→
. Identifying 1/2 as equal to 2/4 pictorially, and recording with the equal symbol (=)		*	——→
. Solving story problems related to skills learned in this module		*	——→

Using the Equal Symbol to Compare Groups from 0 through 10 Objects

	Fall	Winter	Spring
. Comparing groups with 0 through 10 objects having the same number of objects	---	--*	——→
. Comparing equal groups with 0 through 10 objects using the equal relation symbol (=)	---	--*	——→
. Comparing the numbers 0 through 10 using the equal relation symbol (=)	---	--*	——→

Greater Than (>) and Less Than (<) Symbols

	Fall	Winter	Spring
. Identifying the group having more objects	---	--*	——→
. Using the greater than relation symbol (>) to compare numerals 0 through 10		*	——→
. Identifying the group having fewer objects	---	--*	——→
. Using the less than relation symbol (<) to compare numerals 0 through 10		*	——→

Quarters, Half Dollars, Dollars

	Fall	Winter	Spring
. Recognizing and identifying a quarter, half dollar, and dollar bill	-	--------	-*→
. Identifying equivalent values of a quarter using dimes, nickels, and pennies	-	--------	-*→
. Reading money notation through $9.99 using the dollar sign and decimal point			*→

Thirds

	Fall	Winter	Spring
. Separating objects into thirds	-	--------	-*→
. Identifying, writing, and recording fractional notation for one-third as 1/3, for two-thirds as 2/3, for three-thirds as 3/3			*→
. Solving story problems related to skills learned in this module			*→

	Fall	Winter	Spring
Sums through Nineteen			
. Adding two 1-digit numbers having sums through 19, in horizontal and vertical formats		---	-*→
. Adding a 1-digit number to the number 10 in horizontal and vertical formats		---	-*→
. Using an addition table to find sums through nineteen			*→
. Identifying simple patterns on the addition table			*→
. Solving story problems related to skills learned in this module			*→
Counting and Grouping by Tens through 100			
. Identifying groups of 10		--------	-*→
. Ordering and writing numbers 10 through 100 by tens		---	-*→
Introducing Place Value for 10 through 50			
. Identifying the place value of numerals from 10 through 50			*→
. Writing the numerals 10 through 50 in expanded notation form			*→
Ordering Numerals 10 through 50			
. Identifying the numeral that comes one after a given numeral (10 through 50)		---	-*→
. Counting and writing by ones from 10 through 50 in correct counting order		---	-*→
. Identifying the numeral that comes one before a given numeral (10 through 50)		---	-*→
. Counting and writing backward by ones from 50		---	-*→
. Identifying the numeral that comes between two given numerals			*→
. Solving story problems related to skills learned in this module			*→
Place Value from 51 through 100			
. Identifying and writing the place value of numerals from 51 through 100		---	-*→
. Writing the numerals 51 through 100 in expanded notation form			*→

	Fall	Winter	Spring
Ordering Numerals 51 through 100			
. Counting and writing by ones from 51 through 100 in correct counting order			*→
. Identifying the numeral that comes one after a given numeral (51 through 100)			*→
. Identifying the numeral that comes one before a given numeral (51 through 100)			*→
. Identifying the numeral that comes between two given numerals (51 through 100)			*→
Adding 2-Digit Numbers			
. Adding a 2-digit number and a 1-digit number without exchange in horizontal and vertical formats			*→
. Adding two 2-digit numbers without regrouping (exchange)			*→
. Solving story problems related to skills learned in this module			*→
Subtracting a 1-Digit Number from 11 through 18			
. Subtracting a 1-digit number from 11 through 18 where the difference will be 2 through 9		---	--*→
. Identifying related addition and subtraction facts for each number family through 18			*→
. Checking subtraction problems with addition			*→
. Solving story problems related to skills learned in this module			*→
Subtracting a 1-Digit Number from a 2-Digit Number without Regrouping (Exchange)			
. Subtracting a 1-digit number from a 2-digit number without regrouping (exchange)	-	-------	--*→
. Checking subtraction problems by using addition		---	--*→
. Solving story problems related to skills learned in this module			*→
Probability--Chance Events			
. Predicting the likelihood of events	-	-------	--*→
. Recording the outcome of a chance event		---	--*→
Subtracting Ten(s)			
. Subtracting 10 from multiples of 10 through 90	-	-------	--*→
. Subtracting multiples of 10 through 90		---	--*→
. Subtracting 10 from any 2-digit number through 99			*→
. Subtracting multiples of 10 from any 2-digit number through 99			*→

	Fall	Winter	Spring
Subtracting a 2-Digit Number from a 2-Digit Number without Regrouping (Exchange)			
. Subtracting a 2-digit number from a 3-digit number in horizontal and vertical format and checking			*→
. Checking subtraction problems by using addition		---	-*→
. Solving story problems related to skills learned in this module			*→
Counting by Two through One Hundred			
. Identifying the numerals in order from 0 through 100 counting by twos			*→
. Writing the numerals in counting order from 0 through 100 counting by twos			*→
Even and Odd Numbers through One Hundred			
. Deciding whether or not a group (set, lot, bunch, heap, pile) has an even number of objects			*→
. Identifying even numbers from 0 through 100			*→
. Identifying numbers that are odd (not even) from 0 through 100			*→

Scope of Curriculum Areas

ART

Art includes painting, drawing, and modeling, as well as designing and constructing with various materials. It also includes the development of sensitivity and awareness, both in nature and in art.

Children's appreciation is broadened as they are led to see, to discover, and to understand. Art concepts relating to color, line, form, space, texture, and their interrelated functions form the basis for the development of aesthetic understanding.

Helping children become aesthetically sensitive should start within the realm of their own creative activities. Frequent and continuous art experiences and ample opportunities to make art judgments gradually help improve the child's insight and taste. As children experiment with various media, they become familiar with the many possiblilities for expressing ideas and feelings.

Children grow through developmental stages as they experience and experiment with art materials. Children gain the confidence to think, feel, and express themselves when they are given time to work at their own pace and in their correct developmental stage.

The Scope of the Program

AREA	CONTENT/KNOWLEDGE
DRAWING	. draws and arranges lines, shapes, colors, and designs . uses color, shapes, and objects based on the real world and own imagination; makes drawings based on stories, poems, songs
PAINTING	. uses water-based paints, wide brushes, and large sheets of newsprint to paint designs and symbols . observes outcomes of combining two and three colors when painting . paints lines, shapes, and colors . discovers likenesses to real or imagined shapes . begins to plan ideas and parts of design or picture . uses a variety of materials for painting, e.g., sponges, straws, string
MURAL MAKING	. develops drawing, painting, tearing, cutting, and pasting skills . plans an idea with other children

MODELING WITH CLAY	. manipulates clay to discover its properties and ways it can be shaped; develops small muscle control . shapes clay into three-dimensional forms, and simple arrangements . models clay, discovering likenesses to familiar objects
BUILDING WITH BLOCKS	. combines various sizes and shapes into structures using a basic assortment of unit blocks . begins to discover ways of achieving stability and balance . grows in ability to observe, to imagine, to think and to plan . adds signs, cars, people, and toys to enrich a structure
CONSTRUCTING WITH WOOD AND OTHER MATERIALS	. experiments with wooden objects and found materials . glues a permanent structure after grouping and regrouping pieces . experiences balance and design . associates construction with objects in the real world
DESIGNING WITH PAPER, FABRIC, AND FIBERS	. develops cutting, tearing, and pasting skills . grows in manual dexterity by cutting, tearing, rolling, folding, and twisting paper . combines and arranges paper and/or material in a collage and three-dimensional forms . develops a sense of design and balance . uses large needles and yarn to sew on dixie mesh, burlap, or other loosely woven fabric
PUPPETS AND PUPPETRY	. draws or paints real or imaginary people or animals to create stick puppets . makes puppets from paper bags, cloth, socks . experiments with size, shape, proportion, and color for head, features, costume . manipulates puppet against simple background and in coordination with simple, free dialogue . presents simple play to small group or class

HEALTH EDUCATION

The basic foundation for a healthy, productive, and fulfilling life is formed during early childhood. The habits, attitudes, and health concepts our children learn should lead them to make responsible decisions as they face the myriad choices they will confront in our society. It is our responsibility to equip them with the skills needed to make the right choices.

The Scope of the Program

CONTENT AREA	INSTRUCTIONAL OBJECTIVES
GROWTH AND DEVELOPMENT	. names major body parts . describes the kinds of information provided by each of the senses
MENTAL/EMOTIONAL HEALTH	. explains ways people are unique . describes positive qualities of self and others . differentiates between acceptable and unacceptable behavior
PERSONAL HEALTH	. identifies personal health habits that can protect the health of self and others . explains the importance of regular visits to health advisors
FAMILY LIVING INCLUDING SEX EDUCATION*	. recognizes that curiousity about self and others is natural . recognizes that animals and humans need families . describes how living things produce other living things of the same kind . explains how human beings and other animals begin as fertilized eggs . recognizes that families vary in the amount of care they provide for their offspring . recognizes that families show their love for one another in a variety of ways
NUTRITION	. lists sources of commonly eaten foods . explains the role of breakfast in providing energy for work and play . identifies appropriate foods for healthful snacks

* This content area is for those districts which have opted to implement the Family Living Including Sex Education curriculum.

CONTENT AREA	INSTRUCTIONAL OBJECTIVES
DISEASE PREVENTION AND CONTROL	. explains the difference between illness and wellness . names ways to break the communicable disease cycle
SAFETY AND FIRST AID	. explains the importance of having playground safety rules . describes how the senses help protect us from accidents and injury . explains how to obtain help in an emergency
CONSUMER HEALTH	. explains ways television advertising influences choices of foods and other products
DRUG USE AND ABUSE	. describes correct uses of medicine . explains how use of unknown substances can be hazardous . names methods of identifying potentially hazardous substances
COMMUNITY AND ENVIRONMENTAL HEALTH	. describes characteristics of a healthy community . names groups who help maintain and promote community health . describes ways the senses can be protected from air pollution

MUSIC

Musical learning involves the simultaneous development of seven areas: movement, rhythm experiences, singing, listening, instrumental activities, musical notation, and creative experiences.

The Scope of the Program

CONTENT AREA	SKILLS AND KNOWLEDGE
MOVEMENT	. Body movement is a form of musical interpretation. . Appropriate music encourages a free style of interpretation and improvisation.
RHYTHM EXPERIENCES	. Rhythm is a fundamental element of music. . Rhythm is used for communication. . Children may demonstrate awareness of beat, accents, long and short notes, through physical responses, such as: walking clapping hopping tapping swaying skating rowing skipping and other rhythmic movements. . Children may demonstrate awareness of rhythms through ability to listen to and repeat echo rhythms.
SINGING	. Songs can tell us about people, animals, and things. . Singing is different from talking. . We learn many different kinds of songs. . Some notes are high; others have lower tones. . Correct pitch and sustained quality are important to good singing.
LISTENING	. There are different sounds in the environment; people's voices are different. . Musical instruments make different sounds. . There are various musical sounds: dynamics--loud/soft tempos--fast/slow mood--bright/somber . Children may listen to familiar recorded selections for movement, instrument activity, dramatic response, and correlation with art.

CONTENT AREA	SKILLS AND KNOWLEDGE
INSTRUMENTAL ACTIVITIES	. Children use various musical instruments. . Children develop playing skills related to rhythm, singing, listening, and creative expression.
MUSICAL NOTATION	. Repeated musical patterns can be discovered in symbols/pictures. . High and low sounds can be demonstrated using hand levels. . Musical notes are symbols to help us read music.
CREATIVE EXPERIENCES	. Anyone can create music by using the voice, instruments, things in the environment. . Music can be expressed with our voices, our bodies, instruments, scarves, other ways.

PHYSICAL EDUCATION

Meaningful, relevant, and sequential physical education activities in the early years make a vital contribution to the overall growth and development of children. It is therefore critical that time be provided in the instructional program for children to engage in a wide range of gross and fine motor activities. As children participate in gross motor and manipulative skills, games, and creative and rhythmic activities, they exhibit both integrated learning and the joy of movement. Such experiences can help form the foundation for a lifetime of physically and emotionally fulfilling activities.

The Scope of the Program

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
WHERE THE BODY MOVES:	
Spatial Awareness	. utilizing more general space; reporting quickly to personal space (less bunching and clustering); moving independently . responding more quickly to cues . appreciating the use of larger areas for movement in running and skipping . beginning to appreciate proper use of personal space when handling small equipment . understanding outside, inside, through, around
Direction Awareness	. responding faster to directional terminology; changing direction on call: forward, backward, sideward . combining direction with slow locomotor and nonlocomotor activities
Level Awareness	. differentiating among high, medium, and low . improving response in changing levels . combining level changes with direction changes in locomotor and nonlocomotor activities
Awareness of Pathways	. differentiating between direct and indirect routes: short route, long route, roundabout route . moving in specific geometric pathways: circle, square, line . combining directional changes in the use of pathways: backward, forward, sideways in a circle or line

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
THE BODY AND ITS PARTS: Body Awareness	. distinguishing between upper and lower body, front and back, and side of body . understanding right and left side; right and left foot, hand, ear, knee, and arm . associating specific body parts with major divisions of the body: head in upper, foot in lower, shoulder in upper . moving specific body parts in various directions: arms (legs) up and down, back and forth, sideways; head side to side, up and down . understanding in front of, behind, underneath, and to the side of the body
HOW THE BODY MOVES: Time, Force, Flow	. recognizing acceleration and deceleration . improving application of acceleration and deceleration in locomotor and nonlocomotor actions . understanding quantitative aspects of time in movement: the greater the distance, the longer the time
WHAT THE BODY CAN DO: Nonlocomotor movements	. Improving stretching, bending, elevating, pushing, pulling, swaying, swinging, curling, turning
Locomotor Movements	. skipping with greater ease; rolling sideways and forward
Manipulative Movements	. improving rolling, bouncing, catching large balls . more skillfully manipulating various pieces of small equipment: fleece balls, quoits, beanbags . beginning rope-jumping
Uses of Body Parts	. improving communication of ideas and feelings through movement . understanding body language more easily . leading an action with two body parts: frog jump and rabbit hop . parts meeting and separating, e.g., jumping with feet apart and then together . beginning to develop symmetry in movement: swinging arms together, up and down, or in same direction . executing stunts: log roll, tightrope walk

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
RHYTHMS AND DANCE: Creative and Rhythmic Expression	. improving rhythmic locomotor responses: skipping, hopping, jumping, galloping, running to music or percussive instrument . using body parts more imaginatively and creatively
Dance	. executing specific dance patterns: forward and back, swing, skip, draw step, promenade, twos and threes . performing "Children's Polka," "Shoemaker's Dance," "Shoo Fly," "Chimes of Dunkirk"

SCIENCE

Children are natural scientists. They ask questions, explore and manipulate materials, and investigate the world around them. A good science program provides appropriate materials and experiences that allow children to discover relationships and understand aspects of their world in a laboratory setting. Their laboratory may be in the classroom; in the school yard or garden; in the neighborhood; or in zoos, parks, and environmental centers. The teacher guides and stimulates children to think critically, investigate, and solve problems.

Since these budding scientists will be the future caretakers of our planet, both school and home have the responsibility of preparing children to respect and preserve their legacy. That means teaching children to conserve energy wisely, to respect the earth's resources and life cycles in nature, to treat animals humanely, and to coexist with people in a peaceful manner.

The Scope of the Program

CONTENT AREA	SKILLS AND KNOWLEDGE
LIVING THINGS:	. The natural world is an essential resource in fulfilling human needs, both physical and aesthetic.
How and Why Living Things Move	. Animals move in different ways. . Most animals can move from place to place. . Animals live in many kinds of places. . There are many kinds of plants. . Most plants cannot move about as animals do. . Certain conditions (temperature, water, etc.) are necessary for living things.
Animals in Our Neighborhood	. Animals need air, food, water, and shelter. . Animals protect themselves in many ways.
Plants in Different Environments	. Each plant has properties that enable it to meet its needs. . Plants have roots, stems, leaves, flowers, and seeds. . Plants change with the seasons. . Parts of plants have functions that help the plant to live and thrive. - Roots help plants take in water. - Leaves help plants utilize sunlight. - Stems, stalks, trunks, and other similar structures provide support for the plant.
OUR GROWING BODIES:	
Relationship of Food to Growth	. Certain kinds of foods are necessary for growth. . Some foods are better for us than others. . Food alone does not determine how we grow. . We need more of some kinds of food than others.

CONTENT AREA	SKILLS AND KNOWLEDGE
AIR, WATER, AND WEATHER: The Nature of Air	. Air takes up space. . Most containers which we say are empty are really filled with air. . The surface of the earth is warmed in the daytime and cooled at night. This in turn warms or cools the air above it.
A Sunny Day	. The sun heats and lights the earth. . The sun helps to dry wet objects. . Shade is formed when sunlight is blocked. . We read the thermometer to find out about the temperature of the air.
A Windy Day	. Winds move at different speeds and from different directions. . Winds can carry plant seeds. . Wind is moving air. . Wind pushes and carries things. . Wind can do damage. . Wind makes waves. . Wind helps dry things.
A Cloudy or Foggy Day	. Rain and snow come from water vapor (clouds) in the air. . Clouds have different shapes. . Clouds differ in size, shape, and position in the sky. . A cloud is made of tiny drops of water or crystals of ice. . Clouds are moved by wind. . Fog is a low cloud and makes things feel moist and difficult to see.
A Rainy Day	. Rain is water that comes from the clouds. . Rain soaks into some things but not into others. . Some rainwater goes back into the air.
A Cold Day	. Water may freeze and form ice. . The thermometer goes down when it is cold. . Heat keeps us warm. . Salt melts ice.
A Snowy Day	. Snowflakes have different shapes. . Snow may become ice or melt to water. . We use safety precautions in the snow.

CONTENT AREA	SKILLS AND KNOWLEDGE
THE EARTH AND ITS COMPOSITION:	
Sand, Soil, and Uses of Stone	. The land on which we live is made up of rock and soil. . Sand is broken bits of rock. . Soil is made of broken-down rock and decayed plant and animal material. . Stone is used as a building material. . Stone that is used to build things is strong and hard. . Stone is used in many ways around the house and in schools.
Properties of Different Materials	. Different kinds of materials have different properties. - weight - color - texture - hardness . Some properties of an object are determined by the place in space that it occupies. - distance from other objects, such as between two desks, home and school, or parked cars - location in reference to other objects - position: upside down, right side up, backward, forward . A material may be divided into smaller parts or changed in shape without changing the properties of the material. - molding clay - crushing stone - cutting wood
TIME RELATIONSHIPS:	. An event occurs at a particular moment or point in time and place in space, such as: - when and where a person is born - when and where a person starts to eat breakfast - what a person does at a specific instant - when a person leaves school on a particular day
THE SOLAR SYSTEM AND BEYOND:	
The Relationship of the Earth, the Sun, and the Moon	. The earth is round. . There is air all around the earth. . The sun is much larger than the earth. . The four seasons of the earth are spring, summer, fall, and winter. . The moon is smaller than the earth. . Sometimes we see both the moon and the sun in the sky.

CONTENT AREA	SKILLS AND KNOWLEDGE
MATTER AND ENERGY: The Effects of Heat and Light around Us	. Light lets us see. . Shadows are made when light is blocked. . The sun, fire, and electric lamps produce light and heat. . Heat has many uses. . Fire may cause great damage.
SOUNDS AROUND US: The Causes and Different Kinds of Sound	. When sounds are made, some things have to vibrate. . Different kinds of objects vibrate to make different sounds.
MOVING ON LAND AND WATER: Methods of Movement	. Objects on wheels move more easily. . Pushing and pulling, windup springs, motors, and slides cause objects to move more easily.
Stopping a Moving Object	. When a car comes to a sudden stop, the passengers move in a direction opposite to the direction of the stop. . Straps, poles, and safety belts are used for protection. . Bicycles should be stopped slowly.
Turning Corners	. It is easier and safer to move around a corner slowly than rapidly. . When a car turns a corner fast, passengers are tilted to the side. . A bicycle should slow down on turns.
Safety	. Traffic controls are needed.
Floating and Sinking	. In water, some things will float, some will sink. . Of two objects the same size and shape, the lighter one will probably float.
Building Rafts	. Rafts may be made by tying together objects which float. . Things filled with air make good rafts.
Tipping Over in Water	. Sailboats are steadier when the mast is lower. They have keels to help balance the hull. . Loads must be placed at the center of the boat.

CONTENT AREA	SKILLS AND KNOWLEDGE
An Indoor Boat Show	. A boat can be pushed or pulled. . Boats are moved by wind, electric motors, springs, rubber bands, or water currents.
Staying Afloat	. A material that is filled with air or lighter than water will keep an object afloat.
Pushing an Inflated Balloon under Water	. Objects in water are pushed up by the water.
Sinking a Boat	. If enough weight is put into a boat, it sinks.

SOCIAL STUDIES

The first grade social studies program focuses on helping children realize their roles as members of a family and school community. The development of identity and social interaction skills are stressed. The child will explore self, family, and school through the five perspectives which follow. Building on the kindergarten understandings, the first grade program encourages interdisciplinary learning to assist in developing the content, concepts, and skills of the program.

The Scope of the Program

The ten key concept goals of the State Education Department K-6 social studies curriculum are:

CHANGE:	basic alterations in things, events, and ideas
CITIZENSHIP:	membership in a community (school, state, nation....), with its accompanying behaviors, rights, and reponsibilities
CULTURE:	the way of living any society develops to meet its fundamental needs
EMPATHY:	the ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others
ENVIRONMENT:	surroundings, including natural elements and elements created by humans
IDENTITY:	awareness of one's own values, attitudes, and capabilities as an individual and a member of groups
INTERDEPENDENCE:	reliance upon others in mutually beneficial interaction and exchange
NATION-STATE:	a geographic/political organization uniting people by a common government
SCARCITY:	the conflict between unlimited needs and wants and limited natural and human resources
TECHNOLOGY:	the tools and methods used by people to get what they need and want

The key concept goals interrelate and overlap with the following perspectives from the New York City Board of Education's Minimum Teaching Essentials K-2.

PERSPECTIVE	UNDERSTANDINGS
SOCIAL: (Culture, Empathy, Identity)	. All people are alike and different in many ways, although they share common characteristics. . Each person is a unique individual. . All people need others. . Though families differ, most people live in families or family-like groups. . There are different types of families. . Family members have rights and responsibilities. . Families differ in size. . Families change. . Family members may fulfill different roles at different times. . People may belong to several communities, e.g., extended family, religious group, school, neighborhood. . Some special days relate to seasons, e.g., Thanksgiving. . Some special days relate to the family, e.g., birthdays. . Some special days relate to groups in the community, e.g., Puerto Rican Discovery Day, Jewish Heritage Week, St. Patrick's Day, Black History Week. . Some special days celebrate national holidays. . Recognition is given to special days, events, and people around the world. . All people need to learn, and they learn in many ways. . Dates and locations relate to personal experiences. . Calendars are made and used to refer to each day's date and to special days. . Books, newspapers, magazines, and television are used as sources of information. . People can be interviewed for information. . Families take trips to learn about people and how they live in different parts of the state and country.
POLITICAL: (Citizenship, Nation/State)	. People make rules to protect their health and safety and to maintain order. . People can make and change rules and laws. . In every family there are conflicts. . Government is a way of organizing people. . The organization of families is like a government in many ways.

PERSPECTIVE	UNDERSTANDINGS
POLITICAL (continued)	. Governments are formed to satisfy needs, to provide services, and for protection. . Governments provide services such as health, protection, education, and recreation. . Each person has a responsibility as a part of many groups. . All individuals have responsibilities to their family, community, and country. . Citizenship includes an awareness of our nation's symbols. . Citizenship includes an awareness of the patriotic celebrations of our nation. . Our flag, the salute, patriotic songs, and historical landmarks are a heritage we all share. . Practice in democratic living in our class, school, community, city, and state affect our daily lives. . Current affairs are studied to see the effect on children's lives and to assist in developing civic responsibiliy.
ECONOMIC: (Interdependence, Scarcity, Technology)	. People use tools. . People want to earn money to buy things they need and want. . Families organize to meet their needs and wants. . Members of families work to meet their needs and wants. . Some people provide products; some perform services. . Types of work depend upon climate, location, seasons, and education. . People need different skills for different jobs. . People are consumers and producers of goods and services. . Communities are organized to provide services to people. . People in families, schools, and communities all over the world must depend on others to help them meet their needs and wants. . Various facilities serve families in a community or neighborhood: grocery stores, department stores. . Various facilities help people communicate with people in other communities. . Various community facilities help people: police, fire, hospital. . People pay money in the form of taxes to pay for these needs and services.

PERSPECTIVE	UNDERSTANDINGS
GEOGRAPHIC: (Environment, Nation/State)	. Weather, climate, and seasons affect food production. Some foods must be processed to prevent spoiling. . There are many different kinds of vehicles bringing food to the city: trains, planes, trucks, ships. . There are many different kinds of stores and ways to purchase food: supermarkets, outdoor markets. . The geography of a community affects the type of goods or services it produces and needs. . Places can be located on maps. . The globe is a representation of the earth. . Location and direction of an object can be stated as relative to some other object. . Direction names (north, east, south, west) are used by the teacher in relation to classroom location, trips in the neighborhood.
HISTORIC: (Change, Identity)	. People, places, and things change over time. . All families have a past. . Some family customs are based on family history/heritage. . Customs are learned from others. . Our nation honors leaders of our past. . Change is constant. . Some families move into communities; others move out. . People who live in communities come from other parts of the United States and the world. . Native Americans were the earliest families in the United States. . Dutch and English were the first settlers. . The first settlers had to adapt to the land as they found it. . Various religious and national groups lived in New York City during the early settlements.

The curriculum area scopes were adapted from the following sources:

Art in the Elementary Schools (Brooklyn, NY: New York City Board of Education, 1964).

Bureau of Curriculum Development. *Health Education in Elementary Schools*, (Brooklyn, NY: New York City Board of Education, 1969).

Bureau of Curriculum Development. *Science: Grades K-2* (Brooklyn, N.Y.: New York City Board of Education, (reprinted) 1964).

Bureau of Elementary Curriculum Development. *Elementary Science Syllabus and Program Activities* (Albany, NY: The University of the State of New York, The State Education Department, 1984).

Bureau of Elementary Curriculum Development. *Guide for Planning K-6 Physical Education Programs* (Albany, NY: The University of the State of New York, The State Education Department, 1975).

Bureau of Elementary Curriculum Development. *Music K-6* (Albany NY: University of the State of New York, State Education Department, 1974).

Bureau of General Education Curriculum Development. *Science for Children K-3* (Albany, N.Y.: University of the State of New York, The State Education Department, 1978).

Bureau of General Education Curriculum Development. *Social Studies Program 1* (Albany, NY: University of the State of New York, State Education Department, 1982).

Division of Curriculum and Instruction. *Family Living Including Sex Education*, (Brooklyn, NY: New York City Board of Education, 1984).

Division of Curriculum and Instruction. *Minimum Teaching Essentials: Grades K-2* (Brooklyn, NY: New York City Board of Education, 1979).

Division of Curriculum and Instruction. *Social Studies Grade 1: Living and Working Together in the Community* (Brooklyn, NY: New York City Board of Education, 1967).

Division of Curriculum and Instruction. *Teaching Music, Grades K-4* (Brooklyn, NY: New York City Board of Education, 1979).

Section 9

Resources and References

Resources and References

RECOMMENDED BOOKS FOR CHILDREN

Ahlberg, Janet, and Ahlberg, Allen. The Baby's Catalogue. Boston: Atlantic--Little, Brown & Co., 1982.

Alain. One, Two, Three, Going to Sea. New York: Scholastic Book Services, 1969.

Alexander, Martha. Bobo's Dream. New York: Dial Press, 1970.

Alexander, Sue. Nadia the Willful. New York: Pantheon Books, 1983.

Aliki. Go Tell Aunt Rhody. New York: Macmillan Publishing Co., Inc., 1974.

Aliki. We Are Best Friends. New York: Greenwillow Books, 1982.

Allen, Robert, and Garfunkle, Bernard. Numbers. New York: Platt & Munk Publishers, 1968.

Anglund, Joan Walsh. A Friend Is Someone Who Likes You. New York: Harcourt Brace Jovanovich, Inc., 1958.

Anno, Mitsumasa. Anno's Counting Book. New York: Thomas Y. Crowell Co., 1975, 1977.

Ardizzone, Edward. The Wrong Side of the Bed. Garden City, NY: Doubleday & Co., Inc., 1970.

Aruego, Jose. We Hide, You Seek. New York: Greenwillow Books, 1979.

Barrett, Judith. Cloudy with a Chance of Meatballs. New York: Atheneum Publishers, 1978.

Barton, Byron. Harry Is a Scaredy-Cat. New York: Macmillan Publishing Co., Inc., 1972.

Bayley, Nicola. One Old Oxford Ox. New York: Atheneum Publishers, 1977.

Bemelmans, Ludwig. Madeline. New York: Viking Press, Inc., 1958.

Berenstain, Stanley, and Berenstain, Janice. The Berenstain Bear's Counting Book. New York: Random House, Inc., 1976.

Bishop, Claire Ho, and Weise, Kurt. The Five Chinese Brothers. New York: Coward, McCann, & Geoghegan, Inc., 1938.

Bollinger-Savelli, Antonella. Mouse and the Knitted Cat. New York: Macmillan Publishing Co., Inc., 1975.

Boynton, Sandra. Hippos Go Berserk. Chicago: Recycled Paper Press, Inc., 1977.

Branley, Franklyn, and Vaughan, Eleanor. Mickey's Magnet. New York: Scholastic Book Services, 1956.

Brenner, Barbara. Beef Stew. New York: Alfred A. Knopf, Inc., 1965.

Brown, Marc Tolon. True Francine. Canada: Little, Brown & Co., 1981.

Brown, Margaret Wise. The Noisy Book. New York: Harper & Row Publishers, Inc., 1939.

Bruna, Dick. I Can Count. New York: Methuen, Inc., 1975.

Burningham, John. Mr. Gumpy's Motor Car. New York: Thomas Y. Crowell Co., 1973.

Burton, Marilee R. The Elephant's Nest. New York: Harper & Row Publishers, Inc., 1981.

Burton, Virginia Lee. Mike Mulligan and His Steam Shovel. Boston: Houghton-Mifflin Co., 1939.

Carle, Eric. Do You Want to Be My Friend? New York: Thomas Y. Crowell Co., 1971.

Carle, Eric. The Grouchy Ladybug. New York: Thomas Y. Crowell Co., 1977.

Carle, Eric. Mixed-up Chameleon. New York: Thomas Y. Crowell Co., 1975.

Carle, Eric. The Very Hungry Caterpillar. Cleveland, OH: William Collins & World Publishing Co., Inc., 1969.

Carroll, Ruth. The Dolphin and the Mermaid. New York: Henry Z. Walck, 1974.

Charles, Donald. Count on Calico Cat. Chicago: Children's Press, Inc., 1974.

Charlip, Remy, and Joyner, Jerry. Thirteen. New York: Parents Magazine Press, 1975.

Cohen, Miriam. First Grade Takes A Test. New York: Greenwillow Books, 1983.

Cohen, Miriam. Will I Have A Friend? New York: Macmillan Publishing Co., Inc., 1967.

Cooney, Barbara. Miss Rumphius. New York: Viking Press, Inc., 1982.

Cornish, Sam. Your Hand In Mine. New York: Harcourt Brace Jovanovich, Inc., 1970.

Crews, Donald. Light. New York: Greenwillow Books, 1981.

De Groat, Diane. *Alligator's Toothache.* New York: Crown Publishers, Inc., 1977.

De Paola, Tomie. *Pancakes for Breakfast*. New York: Harcourt Brace Jovanovich, Inc., 1978.

De Paola, Tomie. *Now One Foot, Now the Other.* Canada: Academic Press, 1981.

De Regniers, Beatrice. *Shadow Book.* New York: Harcourt Brace Jovanovich, Inc., 1960.

Elkin, Benjamin. *Six Foolish Fishermen.* Chicago: Children's Press, 1957; New York: Scholastic Book Services, 1968.

Emberley, Ed. *A Birthday Wish.* Boston: Little, Brown & Co., 1977.

Emborley, Barbara. *One Wide River to Cross.* Englewood Cliffs, NJ: Prentice-Hall, Inc., 1966.

Ets, Marie Hall. *Giberto and the Weird.* New York: Viking Press, Inc., 1963.

Feelings, Muriel. *Moja Means One: The Swahili Counting Book.* New York: Dial Press, 1971; Pied Piper, 1976.

Freeman, Don. *Bearymore.* New York: Viking Press, Inc., 1976.

Freeman, Don. *Rainbow of My Own.* New York: Viking Press, Inc., 1966.

Friskey, Margaret. *Seven Diving Ducks.* Chicago: Childrens Press, Inc., 1965.

Fuchs, Erich. *Journey to the Moon.* New York: Delacorte Press, 1969.

Gag, Wanda. *Millions of Cats.* New York: Delacorte Press, 1970.

Ginsburg, Mirra. *Where Does the Sun Go at Night?* New York: Greenwillow Books, 1981.

Giovannetti. *Max.* New York: Atheneum Publishers, 1977.

Goodall, John S. *The Adventures of Paddy Pork.* New York: Harcourt Brace Jovanovich, Inc. 1968.

Gordon, Shirley. *Crystal Is the New Girl.* New York: Harper & Row Publishers, Inc., 1976.

Hoban, Russell. *Best Friends for Frances.* New York: Harper & Row Publishers, Inc., 1969.

Hoban, Tana. *Count and See.* New York: Macmillan Publishing Co., Inc., 1972.

Hoban, Tana. *Look Again.* New York: Macmillan Publishing Co., Inc., 1971.

Hutchings, Pat. *Clocks and More Clocks.* New York: Macmillan Publishing Co., Inc., 1970.

Hutchings, Pat. *Titch.* New York: Harper & Row Publishers, Inc., 1945.

Jaynes, Ruth. *Tell Me Please! What's That?* Los Angeles: Bowmar/Noble Publishers, Inc., 1968.

Keats, Ezra Jack. *Letter to Amy.* New York: Harper & Row Publishers, Inc., 1968.

Keats, Ezra Jack. *Over in the Meadow.* Bristol, FL: Four Winds Press, 1971; New York: Scholastic Book Services, 1972.

Keats, Ezra Jack. *Pssst! Doggie.* New York: Franklin Watts, Inc., 1973.

Keats, Ezra Jack. *Skates.* New York: Franklin Watts, Inc., 1973.

Keats, Ezra Jack. *Whistle for Willie.* New York: Viking Press, Inc., 1964.

Kirn, Ann. *Nine in a Line.* New York: Grosset & Dunlap, Inc., 1966.

Klein, Norma. *Girls Can Be Anything.* New York: E.P. Dutton, 1973.

Knobler, Susan. *The Tadpole and the Frog.* New York: Harvey House Pubs., 1974.

Krasilovsky, Phyllis. *The Man Who Didn't Wash His Dishes.* Garden City, NY: Doubleday & Co., Inc., 1950.

Krauss, Ruth. *Carrot Seed.* New York: Harper & Row Publishers, Inc., 1945.

Kuskin, Karla. *The Philharmonic Gets Dressed.* New York: Harper & Row Publishers, Inc., 1982.

Leaf, Monro. *The Story of Ferdinand.* New York: Viking Press, Inc., 1936.

Lionni, Leo. *Fish Is Fish.* New York: Pantheon Books, 1970.

Lobel, Arnold. *Frog and Toad Are Friends.* New York: Harper & Row Publishers, Inc., 1972.

Louis, Ai-Ling. *Yeh-Shen: A Cinderella Story from China.* Philomel, 1982.

Magorian, Michelle. *Good Night, Mr. Tom.* New York: Harper & Row Publishers, Inc., 1982.

Marshall, Edward. Fox and His Friends. New York: Dial Press, 1982.

Martin, Bill, Jr., The Caterpillar Man. New York: Holt, Rinehart & Winston, Inc., 1971.

Martin, Bill, Jr., Growing Up, Growing Older. New York: Holt Rinehart & Winston, Inc., 1971.

Mayer, Mercer. Ah-Choo. New York: Dial Press, 1976.

Mayer, Mercer. A Boy, a Dog and a Frog. New York: Dial Press, 1967.

Mayer, Mercer. Hiccup. New York: Dial Press, 1976.

McCloskey, Robert. Make Way for Ducklings. New York: Viking Press, Inc., 1941.

Meidi, Florence Pery, and Van Cliep, Sylvia Worth. That's What Friends Are For. New York: Scholastic Book Services.

Mendoza, George. The Scarecrow Clock. New York: Holt, Rinehart & Winston, Inc., 1971.

Merriam, Eve. Project 1 - 2 - 3. New York: McGraw-Hill Book Company, 1971.

Miller, Edna. Jumping Bean. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1979.

Mills, William. New Friends. New York: Harcourt Brace Jovanovich, Bookmark Reading Program.

Milne, A.A. Now We Are Six. New York: E. P. Dutton, 1954.

Mitchell, Lucy Sprague. Here and Now Story Book. New York: E.P. Dutton, 1921.

Most, Bernard. If the Dinosaurs Come Back. New York: Harcourt Brace Jovanovich, Inc., 1978.

Paget, Katherine, and Orgas, Trudy. Bunnies in School. New York: Scholastic Book Services, 1974.

Preston, Edna, and Cooney, Barbara. Squawk to the Moon, Little Goose. New York: Viking Press, Inc. 1974.

Rey, H.A. Curious George. Boston: Houghton-Mifflin Co., 1941.

Rey, H.A. Curious George Rides a Bike. New York: Houghton Mifflin Co., 1952.

Rockwell, Ann, and Rockwell, Harlow. Machines. New York: Macmillan Publishing Co., Inc., 1972.

Rockwell, Ann, and Rockwell, Harlow. Toolbox. New York: Macmillan Publishing Co., Inc., 1971.

Scarry, Richard. Richard Scarry's Little Counting Book. New York: Random House, Inc., 1978.

Schimpff, Jill. Open Sesame Picture Dictionary. New York: Oxford University Press, 1983.

Segal, Edith. Be My Friend and Other Poems for Boys and Girls. Secaucus, NJ: Citadel Press.

Sendak, Maurice. Seven Little Monsters. New York: Harper & Row Publishers, Inc., 1977.

Sendak, Maurice. Where the Wild Things Are. New York: Harper & Row Publishers, Inc., 1963.

Shapp, Martha, and Shapp, Charles. Let's Find Out About What's Light and What's Heavy. New York: Franklin Watts, Inc., 1961, 1975.

Shaw, Charles. It Looked Like Spilt Milk. New York: Harper & Row Publishers, Inc., 1947.

Siberell, Anne. Whale in the Sky. New York: E.P. Dutton, 1982.

Slobodkina, Esphyr. Caps for Sale. New York: William R. Scott, 1947.

Sonneborn, Ruth. I Love Gram. New York: Viking Press, Inc., 1971.

Steig, William. Amos & Boris. New York: Puffin Books, 1977.

Urdry, Janice May. Let's Be Enemies. New York: Harper & Row Publishers, Inc.

Ungerer, Tomi. One, Two, Where's My Shoe? New York: Harper & Row Publishers, Inc., 1964.

Van Allsburg, Chris. The Wreck of the Zephyr. New York: Houghton Mifflin Co., 1983.

Veno, Noriko. Elephant Buttons. New York: Harper & Row Publishers, Inc., 1973.

Vermeer, Jackie. Pet Craft. New York: New Century Publishers, Inc., 1982.

Viorst, Judith. Alexander and the Terrible, Horrible, No Good, Very Bad Day. New York: Atheneum Publishers, 1981.

Ward, Lynd. The Biggest Bear. Boston: Houghton-Mifflin Co., 1952.

Wezel, Peter. Good Bird. New York: Harper & Row Publishers, Inc., 1966.

Wildsmith, Brian. Brian Wildsmith's Circus. New York: Franklin Watts, Inc., 1970.

Wright, Dare. *The Lonely Doll Learns A Lesson.* New York: Random House.

Yashimo, Taro. *Umbrella.* New York: Viking Press, Inc., 1958.

Zion, Gene. *Harry the Dirty Dog.* New York: Harper & Row Publishers, Inc., 1956.

Zion, Gene. *Summer Snowman.* New York: Harper & Row Publishers, Inc., 1955.

Zolotow, Charlotte. *Unfriendly Book.* New York: Harper & Row Publishers, Inc., 1975.

TEACHER/PARENT BIBLIOGRAPHY

Adell, Judith, and Klein, Hilary Dole. A Guide to Non-Sexist Children's Books. Chicago: Academy Press, 1976.

Alberty, Beth, and Korman, Bette. Art and the Integrated Day. New York: G.A.M.E., Inc., Spring 1976, No. 2.

Ames, Louise Bates, and Ilg, Frances L. Your Six Year Old Loving and Defiant. New York: Delta Books, 1979.

Applebee, Arthur. The Child's Concept of Story. Chicago: University of Chicago Press, 1978.

Arbib, Robert, and Soper, Tony. The Hungry Bird Book. New York: Ballantine Books, Inc., 1971.

Atlas, Stephen L. Single Parenting. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1981.

Baratta-Lorton, Mary. Mathematics Their Way. Reading, MA: Addison-Wesley Publishing Co., Inc., 1976.

Bayless, Kathleen M. Music: A Way of Life for the Young Child. St. Louis: C.V. Mosby, 1982.

Berger, Eugenia H. Parents As Partners in Education: The School and Home Working Together. St. Louis: C.V. Mosby, 1981.

Books with Options: An Annotated Bibliography of Non-Stereotyping Books for Children and Young People. Boulder, CO: The American Association of University Women, 1976.

Bracken, Jeanne, and Wigutoff, Sharon. Books for Today's Children: An Annotated Bibliography of Non-Stereotyped Picture Books. Old Westbury, New York: Feminist Press, 1981.

Breyfogel, Ethel; Nelson, Sue; Pitts, Carol; and Santich, Pamela. Creating A Learning Environment. Santa Monica, CA: Goodyear Publishing Co., 1976.

Calkins, Lucy. Lessons from a Child. Exeter, NH: Heinemann Educational Books, 1983.

Cazden, Courtney (ed.). Language in Early Childhood Education, rev. ed. Washington DC: National Association for the Education of Young Children, 1981.

Clark, Margaret M. Young Fluent Readers: What Can They Teach Us? Exeter, NH: Heinemann Educational Books, 1976.

Classroom Animals: Their Care and Maintenance (Educational Leaflet No. 17). Albany, NY: New York State Museum and Science Service, 1964.

Clay, Marie M. What Did I Write? Exeter, NH: Heinemann Educational Books, 1975.

Cohen, Dorothy H. The Learning Child: Guidelines for Parents and Teachers. New York: Vintage Books, 1973.

Cohen, Dorothy H.; Stern, Virginia; and Balaban, Nancy. Observing and Recording the Behavior of Young Children. New York: Teachers College Press.

Couchman, J. Kenneth, et al. Small Creatures: Examining Your Environment. Toronto, Canada: Holt, Rinehart & Winston, Inc., 1974.

Crary, E., and Harosko, M.M. I Can't Wait. Seattle, WA: Parenting Press.

Crary, E., and Harosko, M.M. I Want It. Seattle, WA: Parenting Press.

Crary, E., and Harosko, M.M. I Want to Play. Seattle, WA: Parenting Press.

Cromwell, Liz, and Hibner, Dixie. Finger Frolics: Fingerplays for Young Children. Livonia, MI: Partner Press, 1976.

Cruikshank, Douglas E; Fitzgerald, David E.; and Jensen, Linda K. Young Children Learning Mathematics. Boston: Allyn & Bacon, Inc., 1980.

Cullinan, Bernice E.; Karrer, M.C.; and Pillar, A.M. Literature and the Child. New York: Harcourt Brace Jovanich, Inc., 1981.

Davidson, Tom, and Steely, Judy. Using Learning Centers with Not Yet Readers. Santa Monica, CA: Goodyear Publishing Co., 1978.

Donaldson, Margaret. Children's Minds. New York: W.W. Norton and Company, Inc., 1978.

Dorian, Margery. Ethnic Stories for Children to Dance. San Mateo, CA: BBB, 1978.

Downing, John. Reading and Reasoning. New York: Springer-Verlag New York, Inc., 1979.

Etkin, Ruth. The Rhythm Band. New York: Sterling Publishing Co., Inc., 1978.

Evans, Judith, and Ilfeld, Ellen. Good Beginnings: Parenting in the Early Years. Ypsilanti, MI: High/Scope Educational Research Foundation, 1982.

Ferreiro, Emilia, and Teberosky, Ana. Literacy Before Schooling. Exeter, NH: Heinemann Educational Books, 1982.

Goelman, Hillel; Oberg, Antoinette; and Smith, Frank (eds.). Awakening to Literacy. Exeter, NH: Heinemann Educational Books, 1984.

Goldstein, Bobbye S., and Goldstein, Gabe (eds.). Enjoying Reading and Other Related Activities. New York: Manhattan Council, International Reading Association, 1983.

Goodman, Kenneth. "The Psycholinguistic Nature of the Reading Process," in The Psycholinguistic Nature of the Reading Process. Detroit: Wayne State University Press, 1968, pp. 13-26.

Graves, Donald H. Teachers and Children at Work. Exeter: NH: Heinemann Educational Books, 1983.

Haines, Joan E. Guiding Young Children to Music: A Resource Book for Teachers. Columbus, OH: Charles E. Merrill Publishing Co., 1980.

Hall, Maryanne. Teaching Reading As a Language Experience, 3rd ed. Columbus, OH: Charles E. Merrill Publishing Co., 1981.

Hansen-Krening, Nancy. Competency and Creativity in Language Arts. Reading, MA: Addison-Wesley Publishing Co., Inc., 1979.

Harlan, Jean Durgin. Science Experiences for the Early Childhood Years. Columbus, OH: Charles E. Merrill Publishing Co., 1976.

Hirsch, Eizabeth (ed.). The Block Book. Washington, DC: National Association for the Education of Young Children, 1974.

Holdaway, Don. Independence in Reading: A Handbook in Individualized Procedures. Exeter, NH: Heinemann Educational Books, 1984.

Holdaway, Don. The Foundations of Literacy. Exeter, NH: Heinemann Educational Books, 1979.

Hooks, Williams, et al. (eds.). The Pleasure of Their Company: How to Have More Fun with Your Children. Radnor, PA: Chilton Book Co., 1981.

Hopkins, Lee Bennett (ed.). I Think I Saw a Snail. New York: Crown Publishers, Inc., 1969.

Jameson, Kenneth. Art and the Young Child. New York: Viking Press, 1968.

Johns, Jerry L., and Ellis, DiAnn W. "Reading: Children Tell It Like It Is." Reading World, December 1976, pp. 115-128.

Larrick, Nancy. A Parent's Guide to Children's Reading, 4th ed. New York: Bantam Books, Inc., 1975.

Larrick, Nancy. Children's Reading Begins at Home: How Parents Can Help Their Young Children. Winston-Salem, NC: Wake Forest Press, 1980.

Lasky, Lila, and Mukerji, Rose. Art: Basic for Young Children. Washington, DC: National Association for the Education of Young Children, 1980.

Lloyd, Janice and Marzallo, Jean. Learning Through Play. New York: Harper & Row Publishers, Inc., 1972.

Lorton, Mary Baratta. Workjobs for Parents. Reading, MA: Addison-Wesley Publishing Co., Inc., 1975.

Miller, Susan Mary. Bringing Learning Home: How Parents Can Play a More Active and Effective Role in Their Children's Education. New York: Harper & Row Publishers, Inc., 1981.

Mitchell, Lucy Sprague. Young Geographers: How They Explore the World and How They Map the World. New York: Bank Street College of Education, 1934; reprint 1971.

Morrison, George S. Parent Involvement in the Home, School and Community. Columbus, OH: Charles E. Merrill Publishing Co.

Music in Our Town. Morristown, NJ: Silver Burdett Publishing Co., 1956.

New York Council on Interracial Books for Children. Human and Anti-Human Values in Children's Books: A Content Rating Instrument for Educators and Concerned Parents. Racism and Sexism Resource Center for Educators, 1976.

Obriecht, Carole Hillman. The Learning Center. Oak Lawn, IL: Ideal Publishers, 1976.

O'Brien, James P. Teaching Music. New York: Holt, Rinehart & Winston, Inc., 1983.

Oppenheim, Joanne F. Kids and Play: The Bank Street College of Education Child Development Series. New York: Ballantine Books, Inc., 1984.

Pflaum-Conner, Susanna. The Developmental of Language and Reading in Young Children. Columbus, OH: Charles E. Merrill Publishing Co., 1978.

Pinney, Roy. Wild Animal Pets. New York: Golden Press, 1965.

Redleaf, Rhoda. Field Trips: An Adventure in Learning. St. Paul, MN: Toys 'n Things Training and Resource Center, Inc., 1981.

Richards, Roy, et al. Early Experiences: A Unit for Teachers. Macdonald Educational, 1972.

Rubin, Roslyn, and Wathen, Judy. The All-Year Long Songbook. New York: Scholastic Book Services, 1980.

Schaff, Joanne. The Language Arts Idea Book. Santa Monica, CA: Goodyear Publishing Co., 1976.

Scheffler, Hannah Nuba. Resources for Early Childhood: An Annotated Bibliography and Guide for Educators, Librarians, Health Care Professionals and Parents. New York: Garland Publishing, Inc., 1983.

Schlesinger, Benjamin. The One-Parent Family. Buffalo, NY: University of Toronto Press, 1975.

Seefeldt, Carol. Social Studies for the Preschool-Primary Child. Columbus, OH: Charles E. Merrill Publishing Co., 1977.

Shapiro, June; Hunerberg, Catherine; and Carter, Sylvia. Growing Up Equal: Activities and Resources for Parents and Teachers of Young Children. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1981.

Smith, Frank. Essays Into Literacy. Exeter, NH: Heinemann Educational Books, 1983.

Smith, Frank. Reading Without Nonsense. New York: Teachers College Press, 1978.

Smith, Nancy R. Experience and Art: Teaching Children to Paint. New York: Teachers College Press, 1983.

Spencer, Zane A. 150 plus! Games and Activities for Early Childhood. Belmont, CA: Fearon-Pitman Publishers, Inc., 1976.

Sprung, Barbara. Non-Sexist Education for Young Children: A Practical Guide. New York: Citation Press, 1975.

Staniford, David J. Natural Movement for Children. Dubuque, IA: Kendall Hunt Publishing Co., 1982.

Stecher, Miriam; McElheny, Hugh; and Greenwood, Marion. Music and Movement Improvisation. New York: Macmillan Publishing Co., Inc., 1972.

Stone, L. Joseph, and Church, Joseph. Childhood and Adolescence, 4th ed. New York: Random House, Inc., 1979.

Strickland, Dorothy (ed.). Listen Children: An Anthology of Black Literature. New York: Bantam Books, Inc., 1982.

Sullivan, Molly. Feeling Strong, Feeling Free: Movement Exploration for Young Children. Washington DC: National Association for the Education of Young Children, 1982.

Taylor, Denny. Family Literacy. Exeter, NH: Heinemann Educational Books, 1983.

Taylor, Katherine W. Parents and Children Learn Together. New York: Teachers College Press, 1981.

Thomas, Arline. Bird Ambulance. New York: Charles Scribner's Sons, 1971.

Trelease, Jim. The Read Aloud Handbook. New York: Penguin Books, Inc., 1982.

Veitch, Beverly, and Harms, Thelma. Cook and Learn: Learning from Cooking Experiences. Reading, MA: Addison-Wesley Publishing Co., Inc., 1981.

Vernon, M.D. Backwardness in Reading. London: Cambridge University Press, 1957. Cited in Downing, John. Reading and Reasoning. New York: Springer-Verlag New York, Inc., 1979.

Voight, Ralph Claude. The Learning Center Handbook. Washington, DC: Acropolis Books, 1980.

Warren, Jean. Piggybank Songs. Indianapolis, IN: Totline Press, Warren Publishing Co., 1983.

Waynant, Louise F., and Wilson, Robert F. Learning Centers: A Guide for Effective Use. Paoli, PA: Instructo Co., 1974.

Weimer, Tonja Evetts. Creative Dance and Movement. Winston-Salem, NC: Kaplan Press, 1980.

Wilmes, Dick, and Wilmes, Liz. Everyday Circle Times. A Building Blocks Publication, 1983.

CURRICULUM BULLETINS

Art in the Elementary Schools. Brooklyn, NY: New York City Board of Education, 1964.

Getting Started in the All-Day Kindergarten. Brooklyn, NY: New York City Board of Education, 1983.

CIMS - Comprehensive Instructional Management System: A Cyclical Mathematics Curriculum. Scope K-7. Brooklyn, NY: New York City Board of Education, 1983.

Computer Literacy. Elementary Grades. Experimental. Brooklyn, NY: New York City Board of Education, 1983.

ESL . . . Pertinent Questions, Practical Answers. Brooklyn, NY: New York City Board of Education, 1979.

Family Living Including Sex Education. Brooklyn, NY: New York City Board of Education, 1984.

Handbook for Language Arts. Pre-K, Kindergarten, Grades One and Two. Brooklyn, NY: New York City Board of Education, reprinted 1968.

Health Education in Elementary Schools. Brooklyn, NY: New York City Board of Education, 1969.

Mathematics. Pre-K, Kindergarten, Grade One. Part One, Part Two. Brooklyn, NY: New York City Board of Education, (reprinted) 1974.

IMPCA - Instructional Management Project Communication Arts. Brooklyn, NY: New York City Board of Education.

Minimum Teaching Essentials. Grade K-2. Brooklyn, NY: New York City Board of Education, 1979.

Physical Education: A Movement Approach. Grades K-6. Brooklyn, NY: New York City Board of Education, 1979-80 Series.

Pre-Kindergarten and Kindergarten. Curriculum Guide. Brooklyn, NY: New York City Board of Education, 1969-70 Series.

Reaching the Gifted. Grades K-6. Brooklyn, NY: New York City Board of Education, 1983.

Science. Grades K-2. Brooklyn, NY: New York City Board of Education, (reprinted) 1964.

Social Studies Grade 1: Living and Working Together in the Community. Brooklyn, NY: New York City Board of Education, 1967.

Teaching Music. Grades K-4. Brooklyn, NY: New York City Board of Education, 1979.

The University of the State of New York. A Multicultural Early Childhood Resource Guide. Albany, NY: The State Education Department Division of Civil Rights and Intercultural Relations, revised 1984.

Writing Every Day Generates Excellence: A Manual for the Teaching of Writing. Brooklyn, NY: New York City Board of Education, 1981.

JOURNALS AND PAMPHLETS

Aiding Children's Education Project. "Being Me Is Great" series, sponsored by Brooklyn Borough President Howard Golden.

Childhood Education: Journal of the Association for Childhood Education International. 3615 Wisconsin Ave., NW, Washington, DC 20016.

Language Arts. Official Journal of the National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801.

The Reading Teacher. A Journal of the International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714.

You Can Encourage Your Child to Read. International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19711.

Young Children: The Journal of the National Association for the Education of Young Children. 1834 Connecticut Ave., NW, Washington, DC 20009.

PROFESSIONAL ORGANIZATIONS

The Association for the Gifted (TAG)
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

The Association for Gifted Children
Mrs. Craig, President
15 Gramercy Park South
New York, NY 10003

Association of Teachers of Mathematics of New York City
Mr. Eric Calyo
58 Spring Brook Road
Spring Valley, NY 10977

Association of Teachers of Social Studies/U.F.T.
260 Park Avenue South
New York, NY 10016

Brooklyn Reading Council
1874 East 22 Street
Brooklyn, NY 11229

Elementary School Science Association (ESSA) of New York
82-40 242nd Street
Bellerose, NY 11426

Humane Education Committee
P.O. Box 445
New York, NY 10028

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19711

Manhattan Council - IRA
Harriet Kaufman, Membership Chair
145 E. 84 Street
New York, NY 10028

National Association for Gifted Children (NAGC)
217 Gregory Drive
Hot Springs, AR 71901

National Council Teachers of English
1111 Kenyon Road
Urbana, IL 61801

National Science Teachers Association
17-42 Connecticut Avenue, NW
Washington, DC 20009

New York Public School Early Childhood Association
Brooklyn Section
Carole Hinkelman/Marilyn Goldberg
P.S. 398
Dist. 17
60 East 94 Street
Brooklyn, NY   11212

New York Public School Early Childhood Association
Queens Section
Mrs. Lore Kaplan, President
30-30 154 Street
Flushing, NY 11354

New York Public School Early Childhood Association
Staten Island Section
Catherine Caruso
240 Otis Avenue
Staten Island, NY 10306

New York State Reading Association
258 State Street
Albany, NY 12210

New York State School Music Association
Dr. Robert Campbell, Executive Director
P.O. Box 9120
Schenectady, NY 12309

Queensboro Council of Reading
P.S. 184
163-15 21 Road
Whitestone, NY 11357

Science Council of New York City
Jerry Resnick
c/o E.R. Murrow H.S.
Room 200 - 1600 Avenue L
Brooklyn, NY 11230

Staten Island Reading Association
P.O. Box 119
Staten Island, NY 10314

EVALUATION FORM

"NOW WE ARE SIX": A GUIDE TO TEACHING FIRST GRADE

Division of Curriculum and Instruction
Office of Curriculum Development and Support
Early Childhood Education Unit

Please return by December 1, 1984 to:

Morris Freedman, Director
Office of Curriculum Development and Support
131 Livingston Street
Brooklyn, New York 11201

Name: ____________________ **School:** ____________________

Title or Position: ____

1. Was The First Days helpful to you in organizing the classroom(s). If not, what type of information did you need?

____

____

____

2. Did Creating the Learning Environment help you to plan your program? If not, what aspects of the program should be included?

____

____

____

3. Have you developed one of the suggested themes in your classroom? If not, what themes have you developed? How does the thematic approach assist you in integrating the curriculum areas?

____

____

____

4. Which parts of The Literate Child did you find helpful?

____

____

____

5. Which of the suggestions to involve parents were helpful? Would you like this section expanded? If so, how?

6. Have you used one of the suggested assessment checklists? If not, have you used another checklist? Would you like to see it included in the teacher's guide?

7. Did Developmental Skills and Scope of Curriculum Areas assist you in implementing your program? If so, how?

8. What additions, deletions and/or revisions would you like to see in a new edition?

9. What is your overall reaction to the guide?

ISBN: 88315-563-X
Curric. No.: 00-1500-21